DOCUMENT RESUME

ED 023 084 AL 001 538

Program Information Sheets on Self-Instructional Language Materials.
Center for Applied Linguistics, Washington, D.C.
Pub Date Sep 68
Note-95p.
EDRS Price MF-$0.50 HC-$4.85
Descriptors-*Autoinstructional Aids, Course Descriptions, *Curriculum Evaluation, English, English (Second Language), French, German, Greek, Haitian Creole, Hebrew, *Instructional Materials, Japanese, *Language Instruction, Latin, Program Descriptions, Programed Materials, Programed Texts, Reading, Reference Materials, Russian, Spanish, Thai

These descriptive information sheets have been compiled by the Clearinghouse for Self-Instructional Language Materials at the Center for Applied Linguistics. They are intended to provide potential program users and other interested persons with detailed information on available programed materials in English as a foreign language, English as a native language, reading, and the following languages: French, German, Greek, Haitian Creole, Hebrew, Japanese, Latin, Russian, Spanish, and Thai. Each sheet list name and author of the text, the publisher, edition, and program availability, price, and other pertinent information such as the type of format, presentation device, program reusability, content and terminal objectives, program organization, response characteristics, student population, course level, prerequisites, completion time, suggested uses, tests of supplementary materials included with the program, and developmental research reports and other literature relating to the program. (AMM)

# Program Information Sheets
# on
# Self-Instructional
# Language materials

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

## Introductory Note on Program Information Sheets

The descriptive information sheets have been compiled by the Clearinghouse in order to provide potential program users and other interested persons with some detailed information on the programmed materials available. Information sheets have been prepared for programmed instructional materials in the following fields: foreign languages, English as a foreign language, English as a native language and reading. A list of the specific programs which have been included follows this introductory note.

These descriptions are not intended to provide evaluations of the quality of the programs, since evaluation implies a detailed analysis of the programming techniques and content, and consideration of results of carefully controlled administrations of the programs. Rather, these notes are designed to give objective information on the program's content, aims, proposed student level, completion time and other subjects to help potential users make preliminary decisions about whether a program is appropriate for their purposes.

The information provided has been obtained from several different sources, indicated by a code letter or letters following the item of information. Entries followed by no code were provided by Clearinghouse staff. The code used is given below. When possible, the primary sources of information have been the authors or publishers of the programs, supplemented by inspection of the programs by the Clearinghouse staff. It has generally been impossible to verify such information as the completion time, student population and actual effectiveness of the programs in reaching their terminal objectives, through confirming or conflicting information is given if available.

Complete or final information could not always be provided since more data on the programs and their use continues to become available. In addition, new programs are constantly being developed and published. As more information is gathered on these and other programs, new Information Sheets will be composed and circulated, and when necessary, revised or supplementary sheets will be issued. The Clearinghouse would be very happy to receive comments and further information from users of the Information Sheets and programs.

These program listings are not exhaustive, and do not necessarily include all materials listed as programs by their authors or all materials included in other bibliographic publications.

ED023084

---

The following code letters and combinations have been used to indicate the sources of information in the Program Information Sheets:

P: Publisher

A: Author

P/A: Publisher or author or both. This notation generally referrs to information provided in publicity releases on the program, in which the source cannot be more precisely specified.

AL 001 538

CS: Content specialist

A,CH: Primary source is program author, information has been edited or supplemented by Clearinghouse Staff.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

## LANGUAGE PROGRAMS

### English as a Foreign Language

English for French Speaking People, Teaching Materials Corporation (TMI-Grolier)

English for Spanish Speaking People (revised, Teaching Materials Corporation (TMI-Grolier)

### French

Active French: Dialogues, Fernand Marty

Active French: Foundation Course (Books One and Two), Fernand Marty

Basic French, Theodore Mueller

From Sound to Letter: Programmed Self-Instruction in French Pronunciation and Writing, Timothy Regan and Juan Estarellas

Middle School French, Part 1 and Part 2, M. J. Collett

Modern French (French A & B), Eliane Burroughs

Preparing for French, Betty Lou Dubois and others

A Programmed Course in French Phonetics, Eliane Burroughs

Programmed French: Reading and Writing, Eliane Burroughs

Pronunciation and the Written Word: A Programmed Course in French, Ruth R. Cornfield

Speak and Read Essential French, Paul Pimsleur

### German

Basic German Reading, Teaching Materials Corporation (TMI-Grolier)

Elementary German-A (revised), Ernest Ellert and others

German-B (revised), Ernest Ellert

German Grammar I, II, and III, Fred Wolff

Programmed German Grammar, Alan K. Tyrer

### Greek

Introductory Greek Program, Walter M. Hayes

Speak and Read Modern Greek, Paul Pimsleur

### Haitian Creole

Haitian Creole Basic Course, Albert Valdman

## Hebrew

Modern Hebrew: Basic Reading, Teaching Materials Corporation (TMI-Grolier)

Reading Hebrew: A Programmed Instruction Book, C. Castberg and Lillian W. Adler

## Japanese

A Programmed Course on Respect Language in Modern Japanese, P. G. O'Neill

## Latin

Artes Latiane, Level One, Waldo E. Sweet

Introductory Latin Program, Walter M. Hayes

## Russian

Basic Russian, Teaching Materials Corporation (TMI-Grolier)

A Self-Instructional Program in Russian: Beginning Russian, Irving J. Saltzman

Writing Russian Script (revised), Irving J. Saltzman

## Spanish

Basic Spanish, Teaching Materials Corporation (TMI-Grolier)

From Sound to Letter: Programmed Self-Instruction in Spanish Pronunciation and Writing, Juan Estarellas

Introductory Spanish, M. W. Sullivan

Spanish A (revised), Stanley M. Sapon

Spanish B (revised), Stanley M. Sapon

Spanish Syntactis Structures: A Programmed Self-Instructional Audio-Visual Course (revised), Juan Estarellas and Timothy Regan

Speak and Read Essential Spanish, Paul Pimsleur

Spoken American Spanish (ALLP II) (revised), F. Rand Morton

Step by Step to Spanish, Delbert Barcus

## Thai

A Programmed Course in Reading Thai Syllables, Edward M. Anthony

## English as a Native Language

English 2200, Joseph C. Blumenthal

English 2600, Joseph C. Blumenthal

English 3200, Joseph C. Blumenthal

English Grammar, Gordon Lish

English Syntax, Paul Roberts

English as a Native Language

Modern English Sentence Structure, Syrell Rogovin

Programmed English, M. W. Sullivan

Programmed Grammar, Parts of Speech and Sentence Patterns, M. W. Sullivan

Reading

First Steps in Reading for Meaning, Teaching Materials Corporation (TMI-Grolier)

Lift-Off to Reading, Myron Woolman

Michigan Successive Discrimination Language Program, Donald E. P. Smith

Programmed PreReading, Cynthia Dee Buchanan

Programmed Reading, Cynthia Dee Buchanan

Programmed Reading for Adults, Cynthia Dee Buchanan

Remedial Reading Program, M. W. Sullivan

Reading in High Gear, Myron Woolman

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: ENGLISH AS A FOREIGN LANGUAGE

Title: L'anglais pour les personnes de langue francaise (English for French speaking People)

Prepared by: TMI-Grolier, Inc. (Subject matter consultants: James L. Evens and A. Csanyi)

Publisher, edition, and program availability: Published by TMI-Grolier, 575 Lexington Avenue, New York 10022, 1966. Commercially available.

Cost: Text edition: $13.50
Machine edition: $12.50

Format, presentation device, program reusability: The program is available in two formats: 1) Programmed text with cardboard mask; and 2) Machine program for use in Min/Max Teaching Machine.

Content and terminal objectives: This course is designed for beginning students in English. It teaches the student everyday English that he needs in meeting people, obtaining employment, filling out forms, asking directions, ordering food, making phone calls, etc. The course covers the equivalent of one year of English at the High School level.

Program organization: Pre and post-tests are given for each unit as well as achievement tests.

Response characteristics: Responses are constructed and multiple choice. They may be written or given orally, overtly or covertly.

Student population, course level, prerequisites: Requires a seventh grade level of reading in French.

Completion time: 35 to 50 hours.

Suggested uses: None stated.

Tests or supplementary materials included with program: Pre and post-tests are given throughout the program. Achievement tests are included in each unit.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: ENGLISH AS A FOREIGN LANGUAGE

Title: Ingles para Personas de Habla Española (English for Spanish Speaking People)

Prepared by: TMI-Grolier, Inc. (Subject matter consultants: Professor William F. Marquardt; Professor Herman Parks Klumpp; Teresa Salcedo de Csanyi).

Publisher, edition, and program availability: Published by TMI-Grolier, 575 Lexington Avenue, New York. First edition, copyright 1965. Commercially available.

Cost: Text edition: $13.50
Teaching machine edition: $12.50

Format, presentation device, program reusability: The program is available in two formats: 1) Programmed text with cardboard mask; and 2) Machine program for use in Min/Max Teaching Machine. Sound records are included with the program, and require the use of a record player.

Content and terminal objectives: " . . .covers the approximate equivalent of a first-year high school English course. The grammatical material covered in this course includes: definite and indefinite articles; the singular and plural forms of nouns, including the most frequent irregular nouns; subject and object pronouns; the use of adjectives; the most important prepositions and conjunctions; numbers; the present indicatives of verbs; the -ing forms; the use of to do as an auxilliary in questions, negative forms, and emphatic sentences; the future tense of verbs with will and going to; the preterite and present perfect tenses of regular and irregular (strong) verbs; compound verbs; quantifiers; frequency words; the possessive forms of nouns with of and 's; the uses of adverbs; and the uses of there is and there are as existential verbs.

"In the vocabulary, emphasis has been placed on situations likely to be encountered by the student. Included in this vocabulary are words and expressions related to situations such as meeting and greeting people, travel and transportation, schedules and telling time, asking for directions, food and meals, using the American monetary system, using the telephone, shopping, the year, seasons, months, days of the week, the weather, personal information, the family, visits to a doctor, education, and employment situations involving application forms." (P)

The final examination for the program requires written translation of 25 Spanish sentences into English, and 25 English sentences into Spanish. The last three English-Spanish translation items are: "When he is sick, he goes to a doctor or a hospital"; "These books' color is red"; "I brought Mary some flowers". The last three Spanish-English translation items are: " Va a venir la muchacha al museo?"; "Ellos no pueden verme"; and " Está él allí?".

Program organization: The program is divided into 10 lessons. The student takes a written pre-test before each lesson, then proceeds to the lesson itself. Certain frames direct him to complete exercises in an accompanying exercise book; after completing the exercises and checking his answers, he returns to the regular lesson frames. Exercises for lessons 4 through 9 include dialogues. After completing each of the first eight lessons, the student is supposed to listen to an accompanying record. Each recorded unit consists of approximately 20 sentences, which the student is supposed to repeat after hearing the recorded instructor.

Each lesson is also followed by a lesson post-test (identical with the lesson pre-test). After completing the entire program, the student takes a post-test (written) and listens to an additional accompanying record. The directions to the student do not make clear whether he is to listen to the record units before taking the unit post-tests. While the instructions accompanying the records say he is to listen to each record after completing the corresponding lesson, the last exercise and frame in each lesson direct the student to take the post-test, and make no reference to the records. Some of the exercises require a command of material the student has not yet studied.

Response Characteristics: All responses to the programmed text are written. They include matching responses such as matching a given English answer with an appropriate question, matching a statement to a picture, matching English translations with Spanish sentences and vice versa, and matching usage with pictures (e.g., to demonstrate that the student knows that "you" refers to both singular and plural). Other frames require the student to write Spanish-English and English-Spanish translations of words and sentences, and to write out English verb paradigms. The supplementary exercises require written Spanish-English and English-Spanish translation, substitution of words and phrases (e.g., pronouns for nouns), transformation of positive statements into negatives, and matching English and Spanish lexical equivalents. The dialogues and some exercises also require oral responses, generally reading questions aloud and replying to them, although directions are not included for the dialogues' use and they are not accompanied by recordings. In each audio unit accompanying text units 1-8, the student responds orally, echoing recorded sentences, and in one of the final recorded sections, he simply listens to dialogues spoken at slow and normal speeds.

Student population, course level, prerequisites: Requires 7th grade reading level in Spanish.

Completion time: 35-50 hours.

Tests or supplementary materials included with program: Exercises, records, and tests (course and lesson pre- and post-tests) are included.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Active French: Dialogues

Prepared by: Fernand Marty

Publisher, edition, and program availability: Published by Audio-Visual Publications, Box 5497, Roanoke, Virginia, Second edition, 1966. Commercially available.

Cost: Text: paper bound: $4.90 hard cover: $5.50 Tapes: (nine 7" reels) $45.00

Format, presentation device, program reusability: Integrated tape and programmed text. Tape recorder required. Program reusable.

Content and terminal objectives: The Dialogues emphasize oral skills, intending to provide the student with fluency and confidence in dealing with everyday situations in French. Each of the 39 dialogues is about a situation such as arriving at Orly, taking the métro, going to the Louvre, buying a pair of shoes, going to the doctor, eating at a restaurant, etc.

Program organization: The program is divided into 39 dialogues about everyday situations in France. The pattern of each dialogue-lesson is typically a series of seven basic frames or exercises, followed by optional supplementary frames. In the basic frames, the student listens to the dialogue, translates it from English to French and French to English, memorizes it, then translates new sentences into French.

Response characteristics: All active responses are oral. They include pronunciation responses; French-English and English-French translation; and responding to a question or line of dialogue with a memorized reply.

Student population, course level, prerequisites: The Dialogues were developed with college students, to form part of an introductory college French course. They can be used with beginning, intermediate or advanced students. (P/A)

Completion time: Average 150 hours, based on data from the author.

Suggested uses: The Dialogues are entirely self-instructional, but are meant to be used in conjunction with other course work teaching French structure. They are used in conjunction with Active French: Foundation Course by the author. (see Information Sheet). The instructor can hold conversation sessions with students, and should decide on the way in which he wants to divide class time between the Dialogues and other text or course work. Marty suggests that the Dialogues could also be used as a review for students about to go to France. (A, CH)

Tests or supplementary materials included with program: In the instructions for each frame, students are given such directions as "Practice until you can translate without hesitation." The book also contains exercises which are designed to train the student to extract meaningful segments from the dialogues, remember them and combine them into new sentences. (P/A)

Developmental research reports and other literature relating to program: None

Fernand Marty. Linguistics Applied to the Beginning French Course. Roanoke: Audio-Visual Publications, 1963.

Fernand Marty. Programing a Basic Foreign Language Course: Prospects for Self-Instruction. Audio-Visual Publications, 1962.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Active French: Foundation Course, Book One

Presented by; Fernand Marty

Publisher, edition, and program availability: Published by Audio-Visual Publications, Box 5497, Roanoke, Virginia. Most recent edition 1965. Commercially available.

Cost: Text: $4.90 Tapes: $50.00

Format, presentation device, program reusability: Integrated tape and programmed text. Tape recorder required. Program reusable.

Content and terminal objectives: Terminal objectives are stated in detail in Linguistics Applied to the Beginning Course by the author. Some of the main specific objectives are accuracy in the form and word order of utterances and in understanding the operation of the language; fluency, which is stated as a function of length of utterances and time needed to produce them, but is generally, sufficient speed and fluency to be acceptable to a French listener; sufficient vocabulary to provide for variation in the structural exercises; pronunciation at a level of accuracy that does not interfere with communication; and instantaneity of audio comprehension. Course content is primarily structural with information on structure, word meanings, pronunciation and usage presented directly, not inductively, and carefully drilled in successive frames and review frames. (A,CH)

Program organization: The program is divided into 16 units, each one including: 1) a brief statement of the content and objectives of the unit, 2) the actual lesson material, 3) a summary of the material covered in the lesson, 4) a vocabulary review, 5) the homework assignment for the unit. Review exercises are included and give numbers referring the student who makes a mistake to sections in a Remedial Index where the points are explained and the student is instructed to review them.

Response characteristics: Responses are both oral and written and are constructed: no multiple choice or matching used. Oral responses include reading aloud, echoing tape, translation (English-French and French-English). Written responses include writing from diction, written translation (English-French).

Student population, course level, prerequisites: Developed and used with college students in an introductory French course. The Foundation Course is also in use in some high schools.

Completion time: Average of 120 hours, based on the author's data. Book One of the Foundation Course is used as one semester's work on French structure by the author, in conjunction with the Dialogues.

Suggested uses: The author suggests the following uses of the Foundation Course:

1. Self-Instructional use, teacher meets with small groups of students for conversation sessions.
2. In classroom, student goes through Foundation Course step by step; homework is provided at the end of the units.
3. Combination of 1 and 2: teacher covers a certain number of frames in class, assigns the next frames for individual self-instruction in language laboratory before next class meeting.
4. Best students go through Foundation Course alone at their own pace, teacher works with rest of class. (A, CH)

The Foundation Course is used in conjunction with the Dialogues at the college where the author teaches, the Dialogues being used for about two hours/week and the Foundation Course for about seven hours.

Tests or supplementary materials included with program:
Tests and a Teachers Manual are available.

Developmental research reports and other literature relating to program:

Fernand Marty. Linguistics Applied to the Beginning French Course. Roanoke: Audio-Visual Publications, 1963.

Fernand Marty. Programing a Basic Foreign Language Course: Prospects for Self-Instruction. Audio-Visual Publications, 1962.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Active French: Foundation Course, Book Two

Prepared by: Fernand Marty

Publisher, edition, and program availability: Copyright 1965 by Fernand Marty, Box 5497, Roanoke, Virginia. Commercially available.

Cost: Text: $4.90 Tapes (11 reels, at 7-1/2 ips): $40.00

Format, presentation device, program reusability: Integrated tape and programmed text. Tape recorder required. Program reusable.

Content and terminal objectives: The author says of the entire Foundation Course (two books), "This text is designed to train the student to use with accuracy the phonemic, structural morphological, and orthographical systems of French." At the end of Book Two, he states, "You have now completed the Foundation Course and you have acquired a solid basis for further progress. Continuing the systematic comparison of English and French structures beyond this point would become so complex that it would not be profitable. From now on the fastest progress will be insured by a carefully guided program of reading, written expression and conversation."

Program organization: See description under Book One. Book Two is organized similarly, though it has 17 rather than 16 units.

Response characteristics: The same kinds of responses described for Book One continue to be used. In addition, a variety of responses used occasionally in Book One are used more frequently in Book Two. These include: completing blanks with appropriate pronouns, prepositions, etc.; distinguishing among French sounds from their written representations (e.g., "Which one of the underlined letters or combinations of letters does not represent the same sound as the other two? ); audio comprehension exercises requiring the student to respond "true: or "false" to spoken French statements; and oral transformation exercises of various kinds.

Student population, course level, prerequisites: To be used by students who have completed Active French: Foundation Course, Book One. Book Two continues directly from Book One, with the first lesson numbered 17.

Completion time: Average of 120 hours, based on the author's data.

Suggested uses: Similar to the uses described for Book One.
1. Program used self-instructionally, and teacher meets with individuals or small groups for practice in self-expression. ". . . recommended only with students who have high ability and motivation."
2. Group instruction directed by teacher: teacher goes through program in class, students review classwork for homework. "This method is generally best on the high school level."

3. Combined: teacher covers a certain number of frames in class, assigns review of them and study of further frames for homework. "This method is usually best on the college level." (A)

Tests or supplementary materials included with program: The review sections, in which students who make errors are referred back to the original teaching of the material they failed to understand, serve a testing function. Tests and a Teacher's Manual are available.

Developmental research reports and other literature relating to program: None known at this time.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 September 1968

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Basic French: A Programmed Course

Prepared by: Theodore H. Mueller and Henri Niedzielski

Publisher, edition, and program availability: Published by Appleton-Century-Crofts, Division of Meredith Corporation, 440 Park Avenue South, New York, N.Y. Copyright 1968. Tapes will be available on permanent loan with orders over 100. Orders under 100 will be able to borrow the tapes for duplication. Purchase price of tapes is $395.00.

Cost: The text in two volumes, $8.50; Tapes (see above).

Format, presentation device, program reusability: The program includes text material and 115 full track tapes recorded at 7 1/2 ips for which a tape recorder is required.

Content and terminal objectives: Part I teaches the student to identify and use the sound system of French. It is divided into twenty lessons. Each of the twenty lessons stresses a sound or group of sounds sharing the same phonetic features. Through a series of exercises recorded on tape, the student learns to identify a correct sound, to read words which contain the sound, and to write the sound he hears. The student is also taught basic syntax consisting of the singular and plural noun markers (articles and most possessives), the present tense of one- and two-stem verbs, the subject pronouns, and a basic vocabulary of about three hundred words.

Part II concentrates on morphophonemic structures, both in speech and in writing. It is divided into forty-five lessons. Each lesson begins with written grammatical explanations to the student. The exercises which follow are programmed to expand the student's responses from simple to complex. The final frame in each lesson is a dialogue which requires the student to use the structure he has just learned.

Conversations and Readings to Accompany Basic French has as its main objective the extension of the language skills that the student has learned in Parts I and II. It contains mainly two types of exercises: twenty-two conversations; twenty readings.

The conversations are expanded dialogues with exercises for vocabulary learning. They are presented in three sections: Section 1 presents the English equivalent of the French texts. Section 2 presents the French texts. Section 3 presents vocabulary exercises. The student learns vocabulary in the context in which it is used in the text.

The readings are about French cultural topics, such as gastronomy, geography, educational system, government, sports, and many more. They are graded in length and difficulty and are intended to improve reading comprehension without translation. Each reading text is divided into three stages: Stage 1 presents basic ideas that will be presented in the final reading. This presentation is written in extremely simple language and contains a minimum of new vocabulary. Stage 2 introduces most of the new vocabulary within simple structures. Stage 3 presents the final text which contains all the new vocabulary written in French prose style, such as is found in French literature. (P/A)

Program organization: The program is divided into three parts as described in the "Content and terminal objectives" section.

Response characteristics: Responses are both oral and written and require the use of a special ACCESS pen (included with the program). The answer spaces in the workbook are specially treated so that when rubbed with the pen, a grey mark, a striped pattern, or a written answer appears. If the response is incorrect, only a faint yellow mark appears. (P/A)

Student population, course level, prerequisites: The course is designed for first year college French. (P/A)

Completion time: The course takes approximately one year to complete (P).

Suggested uses: The course is not designed to be completely self-instructional. It is to be used in conjunction with the language laboratory. Suggested classroom activities are given in the administrator's guidebook accompanying the program.

Tests or supplementary materials included with program: Quizzes, a semester examination and a final examination are provided in the administrator's guidebook. The semester and the final examination contain recorded sections. The tapes are available form the publisher upon request.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: From Sound to Letter: Programmed Self-Instruction in French Pronunciation and Writing

Prepared by: Timothy F. Regan and Juan Estarellas

Publisher, edition, and program availability: Published by the Instructional Materials Division of Continuous Progress Education, Inc., 281 Connecticut Avenue, Wilton, Conn., 1966. Commercially available.

Cost: Text: $6.50
Tapes: $80.00

Format, presentation device, program reusability: Programmed text and audio tape. Student can write responses either in text or on separate sheet of paper.

Content and terminal objectives: "The general purpose of this work is to teach the student discrimination and production of French sounds and their sequence, stress and intonation patterns, as well as to teach their graphemic representations." (A)

"The student will achieve 80% of the following. Given: 1) an aural stimulus of twenty French words, the student will be able to fill in the blanks with the correct vowel or consonant grapheme, 2) the aural stimulus of twenty French words, the student will be able to circle the stressed syllable, 3) the aural stimulus of twenty French sentences, the student will be able to demonstrate recognition of the intonation pattern of each sentence by checking the appropriate symbol, and 4) the written stimulus of twenty French sentences, the student will be able to pronounce them in a manner in which the meaning would be understood by a native." (A)

Program organization: The program is divided into seven "levels" of content: vowels, semivowels, nasal vowels, consonants, linking, stress, and intonation. Each level is divided into a series of "problems" which are further divided into individual frames. Within each level, discrimination and transcription are taught before oral presentation. (A).

Response characteristics: Both oral and written responses are required. Responses are made to written and aural stimuli.

Student population, course level, prerequisities: The initial behavior assumed of the learner is: 1) age -- from 14 to 56; 2) a minimum education level of 9th grade; 3) physical abilities -- normal hearing acuity, normal or corrected vision; 4) first language experience -- English; 5) previous experience in French -- non necessary (although this text is useful as a remedial program); 6) motivation -- normal desire to learn French." (A)

Completion time: Average 14 hours, based on the author's data.

Suggested uses: May be used as a self-instructional program or as a remedial program in a beginning French course.

Tests or supplementary materials included with program: The author states that interim tests for each level and a final test are being developed.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Middle School French, Part I and Part 2, A Clearway Programmed Book

Prepared by: M. J. Collett

Publisher, edition, and program availability: Published by Methuen & Co. Ltd., 11 New Fetter Lane, London EC4, England. Part 1 and Part 2, 1966. Commercially available.

Cost: Part 1: $1.40 Part 2: $1.40

Format, presentation device, program reusability: Programmed text in two books. Answers may be written in text or on separate sheet of paper.

Content and terminal objectives: Part 1 covers the present tense of regular verbs, preceding direct object pronouns, and a review of pronouns. Part 2 contains the perfect tense of verbs and some irregular verbs not discussed in Part 1. Both books have separate vocabulary sections. The main objective is to provide a review of French grammar learned in the first two years of a secondary school. (P/A)

Program organization: The program is divided into units according to the subject matter discussed. Skip-tests are presented at the beginning of each section so that the student can skip that unit if he shows that he knows the material. Exercises and a review test are provided in the text, although no answers are given for the exercises.

Response characteristics: The answers are all constructed responses.

Student population, course level, prerequisites: The course was designed for students who have completed two years of French and need a review of the grammar before proceeding on to a third year course.

Completion time: Not stated.

Suggested uses: In addition to serving as a review, the course may be used during the first two years either for initial teaching (preceded by oral work), or as a summary at the end of a unit. The program can also be used for remedial work in a given area since the skip-test offers a diagnostic measure of proficiency. (A,CH)

Tests or supplementary materials included with program: Skip-tests are provided at the beginning of each section. Review exercises at the end of each unit are included in the text in addition to a final test. Answers are given for the skip-tests and the final test, but not for the review exercises.

Developmental research reports and other literature relating to program: None published.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

**Title:** Modern French (French A & B)

**Prepared by:** Eliane Burroughs, A Sullivan Associates Program

**Publisher, edition, and program availability:** Copyright 1966 by Sullivan Press. Available from Behavioral Research Laboratories, Box 577, Palo Alto, California.

**Cost:** **French A**

| | |
|---|---|
| Text (2 volumes): | $ 9.74 |
| Tapes (set of 8): | $84.00 |
| Teacher's Manual: | $ 1.00 |
| Test booklet: | $ 1.48 |

**French B**

| | |
|---|---|
| Text (3 volumes): | $ 14.61 |
| Tapes (set of 11): | $115.00 |
| Teacher's Manual: | $ 1.00 |
| Test Booklet: | $ 1.98 |

**Format, presentation device, program reusability:** Programmed texts and tapes. Tape player required. Program reusable.

**Content and terminal objectives:** The contents of each book are listed at the front of the book. The teacher's Manual summarizes the contents of Book 1 and 2 as: "The student learns first to discriminate between French and English vowels, to pronounce each French vowel, and to write one spelling of it. Each French vowel is then combined with various consonants to form simple words. As the course progresses, the student learns new spellings for each vowel and again uses them in combination with consonants to form words. Words are then combined to form simple sentences which the student completes by filling in missing letters and words. He learns to manipulate patterns by writing sentences from dictation, using them in question-and-answer situations, and forming new sentences based on familiar patterns." The contents of the succeeding books are not summarized, but the introduction to Book 5 states: "In Book 5, the student finishes his study of intermediate French . . . [having acquired an active vocabulary of 674 words] . . . When he completes Book 5, he is prepared for advanced courses in French literature, composition and conversation." (P)

**Program organization:** The program is divided into five books (two of which are stated to be elementary, and three intermediate). Each book is further divided into chapters, sections within chapters and frames. At the end of each chapter there is a vocabulary review requiring three translations (oral French-English, oral English-French, written English-French) of a list of vocabulary for the chapter. The first few pages of each book review the preceding book. There is a table of contents at the start of each book.

Response characteristics: Written (mostly French) and oral (French and English) responses are used. Written responses include: English-French translation; writing from dictation (letters, phrases); dictation-matching (writing dictated phrases under appropriate pictures); changing French grammatical forms (e.g., person and number of verbs); writing answers to written questions (in French). Oral responses include: French-English and English-French translation; echoic French responses; answering questions about passages heard (in French). Other responses include: multiple choice identification of sounds heard; reading and completing statements in English about French grammar, phonology, vocabulary.

Student population, course level, prerequisites: Junior high school through college students are reported to have been used in the developmental testing of the program. Books 1 and 2 (French A) are at an elementary level, with Books 3-5 (French B) stated to be on an intermediate level. Each book presupposes a level of proficiency equivalent to that attained in the preceding book. (P)

Completion time: Average 207 hours (P)

Suggested uses: " . . . this course is designed primarily for classroom presentation . . ." with the teacher operating a tape player or presenting oral exercises himself. The program can also be used entirely self-instructionally "by candidates for advanced degrees, by students contemplating foreign residence, and by others who have specific reasons for rapid mastery of the French language," or as assigned individual language laboratory work with additional classroom sessions. (P) In classroom use of the program the teacher can present additional exercises or explanations from the Teacher's Manual after every few frames. In this case, the program is used as a class or teacher-paced text with the entire group progressing at the same rate.

Tests or supplementary materials included with program: The program includes a Teacher's Manual for the first two books and tests for all five books. Chapter and final tests are included for each book, and additional quizzes are suggested in the Teacher's Manual for Books 1 and 2. Chapter and final tests cover reading, writing, aural comprehension. (P)

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Preparing for French

Prepared by: Betty Lou Dubois and others, General Programmed Teaching Corporation.

Publisher, edition, and program availability: Published by Encyclopaedia Britannica Press, 1965. This program is out of print. There is no future data of republication.

Cost: Programmed text and TEMAC Binder: $4.00

Format, presentation device, program reusability: Programmed book, presented in TEMAC Binder. Reusable, students write answers on separate sheet. There are no accompanying tapes or other audio materials.

Content and terminal objectives: "The content of the program is a sampling of topics which characteristically cause difficulty to American students." (A) "Finally, the student will have at his command a core vocabulary, sentence patterns and question patterns using 'est-ce que' or inversion of pronoun subject and verb, which will lend themselves readily to classroom conversation and to expansion by oral methods." (P/A) The pronunciation objectives are limited, e.g., French uvular "r" not taught, no attempt made to eliminate English diphthongs. (P/A)

Program organization: The program is not divided into smaller lesson units. Most skills and topics are taught concurrently. Logical stopping points are not clearly evident within the program. Material learned earlier in program is reviewed through continuing use of lexical material, some review frames.

Response characteristics: Format includes matching, multiple choice, constructed and true-false response items. Responses are both oral and written, though all stimuli are written. Most oral responses emphasize pronunciation. Written responses include translation (French-English and English-French), phonetic transcription from French orthography, answering questions about French.

Student population, course level, prerequisites: For ninth grade level or older students. Supplement to introductory French course. (A)

Completion time: Not stated.

Suggested uses: To be used in conjunction with an introductory course for ninth grade or older students. Program is to be used at the beginning of the course, use assigned by instructor. (A)

Tests or supplementary materials included with program: A Preparing for French Achievement Test (43 items, all four-alternative multiple choice) is included in the program. It may be used as a pre-test or as a terminal test. (P/A)

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language problems: FRENCH

Title: A Programmed Course in French Phonetics

Prepared by: Eliane Burroughs

Publisher, edition, and program availability: Published by Encyclopaedia Britannica Press, 1961. Commercially available, from Behavioral Research Laboratories Box 577, Palo Alto, California.

Cost: Text; $7.70 Tapes: (set of 3): $42.30

Format, presentation device, program reusability: Integrated tapes and programmed text. Text presented in TEMAC Binder; tape recorder required, preferably with foot-operated on-off controls. Students could write their answers on a separate sheet, so program would be reusable.

Content and terminal objectives: "To perfect a native or near native pronunciation of French sounds", and, "achieve a firm grasp of (a) syllabication, (b) elision, (c) liaison, (d) the loss of the weak vowel in rapid speech." (P/A)

Program organization: There are no formal divisions within the program, such as lessons or units. However, there do seem to be some logical stopping points - before the introduction of another sound, for instance. Some review is provided for by the fact that sounds learned earlier continue to be used in more complicated utterances, and some frames include notes reviewing materials covered earlier.

Response characteristics: Students make both oral and written responses, speaking French sounds and writing in French orthography and phonetic script. Oral responses include echoing the tape and reading aloud sounds, words and sentences written in French orthography or phonetic script. Written responses include writing from dictation and re-writing words from French orthography to phonetic script.

Student population, course level, prerequisites: For use as review or remedial material for those having had French some years before. For use after two years of high school French or one year of college French. (A) Can also be used in conjunction with a beginning college French course. ( P/A)

Completion time: 14-16 hours, using program as an independent unit.(P)

Suggested uses: To be used in conjunction with high school or college French courses by "teachers who have had considerable experience," the use of the program possibly being spread throughout a full year's course. (P/A)

Tests or supplementary materials included with program: No tests or supplementary materials are included.

Developmental research reports and other literature relating to program:
Albert Valdman, Review of: Eliane Burroughs, A Programmed course in French phonetics. French Review, 1963, 36, 419-422.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

Title: Programmed French: Reading and Writing

Prepared by: Eliane Burroughs, Program Director, A Sullivan Associates Program

Publisher, edition, and program availability: Published by McGraw-Hill Book Company, Inc., 1964. Commercially available from Behavioral Research Laboratories, Box 577, Palo Alto, California.

Cost: Text (3 books): $4.95 each Teacher's Manuals * (3): $1.50 each

* Availability of the Teacher's Manuals is restricted. Teachers should send in their orders on school stationery, giving information on the course in which the program will be used and the address of the school where it is taught. (P)

Format, presentation device, program reusability: Each page of programmed text presents information and questions on the right, and a column of corresponding answers on the left. The student uses a cardboard slider to mask the answers; he is asked to write his answer on a separate pad of paper.

Content and terminal objectives: Each of the three books emphasizes a different general topic. There are: (1) geography, (2) way of life in French cities and (3) French history and literature. "The student learns to read and write mature French prose. At the end of Book III, he has an active vocabulary of 1610 words which he can recall and spell . . . At the end of Book II the student has a passive vocabulary of 550 words. This is increased by 350 words in Book III . . . This combines with his active vocabulary of 1610 words to give him a total recognition vocabulary of 2510 words. In Books I and II the student's work in reading and writing was limited to the present tense. In Book III he learns to use all the tenses of the verb. He also practices writing resumes of the texts which he studies." (P/A)

Program organization: The course contains 25 chapters. Each chapter deals with new structural patterns, vocabulary and cultural items. At the end of each chapter, there is a review section which covers all types of previously learned material. Throughout the course English is not used in the body of the programmed text. New vocabulary items are introduced with the aid of pictures.

Response characteristics: Reading: The student receives no instructions on pronunciation. Reading selections employ vocabulary which has already been taught, and easily recognizable cognates. Writing: The responses are of two types, recognition and production. The recognition responses consist of matching, multiple choice and checking the correct statement. The production responses require the student to write letter(s), word(s) and full sentences.

Student population, course level, prerequisites: The course is designed for high school and College students. Book I is introductory. Book II is intermediate, assuming a knowledge of Book I or equivalent. Book III assumes a knowledge of Books I and II or equivalent. (P/A)

Completion time: Average completion time:

| | |
|---|---|
| Book I | - 27 hours |
| Book II | - 29 hours |
| Book III | - 32 hours |
| Total | - 88 hours |

Suggested uses: As a remedial device for syntax, spelling and vocabulary. The course can be used as a classroom text with teacher participation, with or without the oral drills and exercises given in the Teacher's Manuals. It is also applicable for use as supplementary work for individual bright students and with a group of above-average students in accelerated classes. (P/A)

Tests or supplementary materials included with program: Each programmed text is accompanied by a test booklet which contains unit tests to be administered at the end of each chapter, and a final examination. The Teacher's Manuals contain oral exercises and suggestions for dictation and composition exercises which are closely integrated with the work in reading and writing.

Developmental research reports and other literature relating to program: There were 11 revisions prior to publication, 416 students were tested during that period. These data are reported in the first page of the Teacher's Manuals for the three books.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C.

September 1968

Brief descriptive information sheets on foreign language programs:

Title: Pronunciation and The Written Word: A Programmed Course in French

Prepared by: Dr. Ruth R. Cornfield

Publisher, edition, and program availability: Teaching Audials and Visuals, Inc. 250 West 57th Street, New York, N.Y. 10019

Cost: $240.00

Format, presentation device, program reusability: 24 tapes each programming contrasted phenomena of French pronunciation, student workbooks with integrated exercises, and answer sets for self correction and evaluation. Tape recorder required. Program reusable.

Content and terminal objectives: Terminal objectives are 1) Introduction and drill in sound values and intonal patterns of French pronunciation. 2) Transfer of the phonemic and phonological systems of the French language to the orthographical structures of the language. 3) To provide practice in order to achieve fluency and ease with French pronunciation. Course content - Exercises of aural comprehension for sound discrimination followed by pronunciation exercises first, of individual words and then by words in phrases and sentences.

Program organization: The program is divided into 24 keys or lessons, each one dealing with one contrasted phenomenon of French pronunciation. The sounds are first presented in listening exercises of individual words, followed by pronunciation exercises of words and sentences. The student is required to complete exercises in his workbook as he listens to the tapes. He is never required to pronounce any sound which has not been taught to him either in the current or previous lessons. Spot dictations, matching exercises or completion exercises are included in each lesson through which the student practices and reinforces the objectives of the lesson.

Response characteristics: Responses are both oral and written. Even where the response is oral the student is required to indicate by underlining words or parts of words the written symbols of the sounds he is practicing. Responses are echoing or analogizing. Written responses require the student to underline the target sounds or complete exercises by writing words or letters which contain sounds he hears on the tape.

Student population, course level, prerequisites: Junior High School, Senior High School, College.

Completion time: Cannot be estimated since each level will take varying amounts of time to perfect the skills developed in this course.

Suggested uses:
1. In the language laboratory can be used as a basic course in French pronunciation (with or without classroom instruction).
2. In the classroom- can be used as a basic course in French pronunciation or for remedial work with large or small groups or with individual students.
3. In the library- for supplementary listening.

Tests or supplementary materials included with program:

Workbooks for each student
Answer sets for each student
Manual for the teacher

Developmental research reports and other literature relating to program: None

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: FRENCH

**Title:** **Speak and Read Essential French**

**Prepared by:** Paul Pimsleur

**Publisher, edition, and program availability:** Published by Tapeway, Box 3014 University Station, Columbus, Ohio, 1964. Commercially available.

**Cost:** Tapes (set of 30) and Reading Booklet: $270.00

Testing materials:
Tapes (Form A or B for Listening Comprehension): $12.50 per form
Tapes (Form E or F for Speaking): $12.50 per form

Answer Booklet (Form A or B for Listening Comprehension): $10.00 per set of 5
Answer Booklet (Form C or D for Reading Comprehension): $15.00 per set of 5

**Format, presentation device, program reusability:** Thirty tape-recorded lessons of approximately twenty-five minutes duration each. A dual-track-recorder is required; no microphone is needed. The 11 page reading booklet contains twenty-five short reading units. The words and sentences for reading are presented in French spelling and are also recorded in the taped lessons. The program is reusable.

**Content and terminal objectives:** Content is informal, conversational French. Topics include counting, getting change, ordering a drink, making appointments, asking directions, and talking about sight-seeing. Terminal objectives are described in the reading booklet: "You will have at your command a 200-word vocabulary . . . In addition you will know how to pronounce written French. Your knowledge of the spoken language will enable you to cope with situations of travel, restaurant ordering, directions, hotel accomodations, and simple social encounters. You will also be able to give information about yourself, your family, you home and friends . . . you will be able to extend your knowledge of the language on the basis of what you have already learned." (Reading) "Your objective is to learn to read French rapidly and in complete thought-groups." (A)

**Program organization:** The course is divided into thirty lessons. Most of the lessons being with a conversation for listening. New and review material follows. The student is directed to the reading booklet about three-fourths of the way through the lesson, then returns to the lesson for a conversation or response task in which he converses with a speaker or responds in an established pattern, e.g., "Contradict what the speaker says," or "Add ten to each number you hear." Each lesson contains about 5-7 new vocabulary items and one or two new structural features receiving special emphasis.

Response characteristics: Speaking and understanding are presented together. Most new material is presented first for echoic responding. Review material or newly introduced material is presented via translation-paraphrase, e.g., "Tell me you don't understand;" "Ask me if I want some wine;" or by directions in French in later lessons, e.g., "Respondez que vous avez vu beaucoup de choses." The response thus elicited is confirmed, once or twice, depending, somewhat irregularly, on the predicted difficulty of the response. Approximately 100-115 echoic and constructed or translation responses are required in each lesson plus 9-41 reading responses. Reading responses are required in the presence of the written symbols, with, most frequently, a single recorded confirmation.

Student population, course level, prerequisites: The student population is assumed to be adult , although no data are available on preliminary test populations. The course level is introductory. No prerequisites.

Completion time: Approximately fifteen hours. (A) Playing time is fifteen hours.

Suggested uses: The programs are designed for Americans who have a limited time in which to learn the foreign language for business, travel or study. (A,CH)

Tests or supplementary materials included with program: Tests are available for listening comprehension, reading comprehension and speaking. Alternate forms of each test are available. "Each test contains 105 items, divided into 3 sections of 35 items, so as to measure the student's progress after he has taken 10, 20 or 30 Units, of the program." The Listening Comprehension and Speaking tests take approximately 30 minutes; the Reading Comprehension test takes 1 hour.

Developmental research reports and other literature relating to program: None

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: GERMAN

Title: Basic German Reading

Prepared by: Teaching Materials Corporation

Publisher, edition, and program availability: Published by Teaching Materials Corporation (division of Grolier, Inc.), 575 Lexington Avenue, New York. Second edition, 1963. Commercially available.

Cost: Programmed text: $16.00
Machine program: $15.00 [To be used in Min/Max II teaching machine ($10.00)]

Format, presentation device, program reusability: The program is available in two fromat: 1) Programmed book with cardboard mask; students normally write in book, but could write answers on separate sheet; and 2) machine program and Min/Max II teaching machine; program reusable. Sound records included, require standard 33-1/3 rpm record player.

Content and terminal objectives: "The introduction of sufficient grammatical principles to permit the student to understand written materials and compose simple sentences in German, through the sound records and acquaint the student with the principles of German pronunciation. The grammatical content of this course is approximately equal to that of many first-year courses". (P) The grammatical content and its presentation in the program is largely traditional in nature, including memorization and repetition of a number of grammatical tables. Content includes singular and plural of some nouns, in nominative and accusative cases; word order for simple questions, statements, commands, negative sentences; conjugation of regular present tense verbs, some future tense; conjugation of some irregular verbs in the present tense. A table of contents is provided in the program. (CH)

Program organization: Some limited discrimination and pronunciation training is presented through use of the Sound Records at the beginning of the course. The body of the lesson consists of eight lesson units, which have the following organization: a) pre-test; b) lesson, including instructional frames, frames directing the student to do supplementary exercises, test frames, and a frame directing the student to study the vocabulary list at the end of the lesson; c) post-test (repetition of pre-test).

Response characteristics: Except for the work with the Sound Records at the beginning of the Program, all responses are written. Format includes matching, multiple choice (A, B, Neither, Both), and constructed responses. Responses include English-German and German-English translation of words and sentences; completion of grammatical tables and of a number of grammatical exercises in the supplement for which no correct answers are provided.

Student population, course level, prerequisites: Introductory course, only prerequisite is a seventh grade level of reading ability. (P)

Completion time: About 20 hours. (P) One student took program at CHSILM, completed it in approximately 10 hours. (CH)

Suggested uses: Not stated.

Tests or supplementary materials included with program: Unit tests, used both as pre and post-tests, are included with program. Test frames, for which student must turn to answer page to learn correct answer, are embedded in the program. No terminal test. Two 7" 33-1/3 rpm Sound Records are included, as is a supplementary booklet composed of a "Sound Record Guide" and a number of exercises and vocabulary lists related to the regular lesson content.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: GERMAN

Title: Elementary German - A

Prepared by: Ernest E. Ellert, Lois V. Ellert and M. W. Sullivan

Publisher, edition, and program availability: Published by Encyclopaedia Britannica Press, Inc. 1961. Commercially available from Behavioral Research Laboratories, Box 577, Palo Alto, California. Copyright 1966.

Cost: Text (15 volumes): $20.00
Tapes (set of 12): $115.00
Teacher's Manual: $1.00
Test Booklet: $ .96

Format, presentation device, program reusability: Integrated tapes and programmed text; text presented in TEMAC binder, tapes require a tape recorder with a pause button or preferably foot pedal controls. Students can write their answers on separate sheets, so program could be reused.

Content and terminal objectives: The lexical content of the course is not designed to cover any specific subject matter. The course covers the simple tenses of the indicative, the four cases of articles and nouns, the singular and plural of nouns, and pronouns and the endings of adjectives. The terminal objectives are: the ability to understand, speak, read, and write simple cultured German; to form a solid base for the presentation of more advanced material; a vocabulary in excess of 500 words; a firm grasp of simple grammatical structures. (P)

Program organization: The course is not divided into distinct lessons. There are recurrent patterns of frame sequences, e.g., repetition, discrimination, introduction of meaning, copying, reading, dictation and translation. The course contains 5,050 frames. At the completion of each set of 26 new vocabulary items a list of these items is presented in the order of their appearance in the text. The student is asked to make sure that he knows all the vocabulary items before he proceeds any further. At the end of each volume of programmed text (there are 10 volumes) all the vocabulary items are listed in alphabetical order, the student is asked to review them. The student receives training in understanding, speaking, reading, writing and translating concurrently.

Response characteristics: All written responses are in German; these include copying, dictation, filling blanks and translation. Oral responses include repetition, answering questions, grammatical transformations and translation. English oral responses are required for translation and vocabulary.

Student population, course level prerequisites: Introductory course, for use with high school and college students. It is equivalent to one year of high school or one term of college German. (P)

Completion time: When used as a self-contained course:
Gifted students: 90-100 hours
Average Students: 120 hours
Slower students: 150-175 hours (P)

although Clark study (listed below) indicates less time necessary.

Suggested uses: As a laboratory course with teacher-supervised drill sessions.(P)

Tests or supplementary materials included with program: A Test Booklet and Teacher's Manual are available. This course may be followed by German B by the same authors. (See Information Sheet)

Development research reports and other literature relating to program:
Clark, William Programmed German in Robert G. Pierleoni (ed.) Perspectives in Programming, Proceedings of a Conference on Programmed Instruction in the Sixties. Genesee Valley Chapt. of the National Society for Programmed Instruction and the University of Rochester, 1967, 30-34.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: GERMAN

Title: German B

Prepared by: Ernest E. Ellert and Lois V. Ellert

Publisher, edition, and program availability: Published by Encyclopaedia Britannica Press, 1964. Commercially available from Behavioral Research Laboratories, Box 577, Palo Alto, California. Copyright 1966.

Cost: Text (2 volumes): $16.00
Tapes (set of 14): $115.00

Format, presentation device, program reusability: Integrated tapes and programmed text. Text presented in TEMAC binder. Tapes require a tape recorder with a pause button or preferably foot pedal controls. Students could write their answers on separate answer sheets, so program could be reused.

Content and terminal objectives: The lexical content of the course is not designed to cover any specific subject matter. This course completes a beginning course in German which is the equivalent of one year of college work or two years of high school German. The complete course (A & B) covers all essential structures, develops an active vocabulary of some 1000 words, and gives students near native control of the language within this vocabulary. (P) All skills are equally emphasized.

Program organization: The course is not divided into distinct lessons. The course contains 4631 frames. At the completion of each set of 26 new vocabulary items, the student is provided with a vocabulary review section. The general organization is similar to that of German A. (See Information Sheet)

Response characteristics: All written responses are in German; these include copying, dictation, filling blanks, answering questions, sentence construction using given elements, and translation. Oral responses include repetition, translation from oral or written stimuli, sentence completion, answering questions, changing verbs to assigned tenses, and reading. English oral responses are required for translation and vocabulary.

Student population, course level, prerequisites: Second part of introductory course for high school or college students. Prerequisites are German A (same publisher) or equivalent. (P,CH)

Completion time: This is estimated at 140 hours. (P) It should be noted that the Clark study (cited below) indicated that less time was necessary. (CH)

Suggested uses: Not stated

Tests or supplementary materials included with program: None.

Development research reports and other literature relating to program:
Clark, William N. Programmed German, in Robert G. Pierleoni (ed.) Perspectives in Programming, Proceedings of a Conference on Programmed Instruction in the Sixties. Genesee Valley Chapter of the National Society for Programmed Instruction and the University of Rochester, 1967, 30-34

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C.

January 1967

Brief descriptive information sheets on foreign language programs: GERMAN

**Title:** German Grammar I, German Grammar II, German Grammar III

**Prepared by:** Fred Wolff

**Publisher, edition, and program availability:** Published by Videosonic Systems Division, Hughes Aircraft Company, P.O. Box 3310, Fullerton, California. First edition, 1964. Commercially available.

**Cost:** Book I: $1.50 Book II: $1.25 Book III: $1.00

**Format, presentation device, program reusability:** Programmed text, reusable.

**Content and terminal objectives:** Book I, "the use of nouns and pronouns": paradigm of definite article, indefinite article, personal pronouns, present indicative endings, *to be*, *to have*, simple syntax. Book II, "prepositions and possessive adjectives, also the imperative": eight prepositions used with dative, five prepositions used with accusative, nine prepositions used with dative or accusative, four prepositions used with genitive; syntax of verb positions, possessive adjectives, imperative. Book III, "plurals, prepositional compounds and combinations.": includes plural of nouns, definite article, possessive adjectives, use of *da* + preposition (inanimate object), combination of preposition + definite article.
Terminal objectives: At the end of the third Book, the author states, "Now you've learned all that's important to know about German nouns . . . you should have a good knowledge of genders and cases; singulars and plurals, pronouns, prepositions, and possessive adjectives. Along the way, you've learned something about sentence structure, questions, and commands, and have built a nice working vocabulary." (P/A)

**Program organization:** The program is divided into a sequence of three programmed books, each building on the preceding ones. The books are not subdivided into chapters or lessons, though different topics are introduced relatively independent of one another.

**Response characteristics:** All responses are written, and include German-English and English-German translation of words, phrases and simple sentences, identifying examples of German grammatical categories and completing grammatical tables. A relatively high proportion of frames (over half in a sample of fifty frames examined) require identification or manipulation of grammatical categories rather than utilization of them within a second language context or in translation. In a number of frames the student is expected to learn material in addition to that to which he responds, particularly with reference to vocabulary.

**Student population, course level, prerequisites:** None stated.

**Completion time:** 4 hours

**Suggested uses:** None given.

**Tests or supplementary materials included with program:** None included.

**Developmental research reports and other literature relating to program:** None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: GERMAN

Title: A Programmed German Grammar, Part I and Part 2, A Clearway Programmed Book

Prepared by: Alan K. Tyrer

Publisher, edition, and program availability: Published by Methuen & Co. Ltd, 11 New Fetter Lane, London EC4, England. Part 1, 1965. Part 2, 1966. Commercially available.

Cost: Part 1: $2.00 Part 2: $2.00

Format, presentation device, program reusability: Programmed text in two books. Answers may be written in text or on separate sheet of paper.

Content and terminal objectives: The course emphasizes the grammatical aspects of German. The vocabulary in Part 1 is limited to 300 words; Part 2 is similarly written although the exact size of the vocabulary is not stated. Seven pages at the beginning of Part 1 are devoted to a presentation of German pronunciation and spelling. This section is primarily for reference material and not expected to be memorized. (A,CH)

Program organization: The program is divided into units according to the subject matter covered in each section; e.g., gender, determinatives, pronouns, etc. A German/English and an English/German vocabulary section appear at the end of each book indicating the frame number in which the word is first introduced. Exercises covering each section are provided at the end of the book. No answers are given for the exercises; it is assumed that the student will look up the subject in the index if he is not sure of the correct answer.

Response characteristics: The answers are all to be written. They are either constructed responses or multiple choice.

Student population, course level, prerequisites: "The student is assumed to know the difference between the various parts of speech, and such elementary terms as 'singular' and 'plural'. All other grammatical knowledge required is taught as the course proceeds." The course is designed for secondary school level students. (P/A)

Completion time: Not stated.

Suggested uses: The author states that the course is designed especially to cover secondary school examinations but may be used equally well by "the mature student working alone at home."

Tests or supplementary materials included with program: Exercises at the end of each book covering each section are provided in the text but no answers are included.

Developmental research reports and other literature relating to program: "The course has been carefully tested, though not on a large scale and improvements and alterations arising from the tests have been incorporated in the final text." (P/A)

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: GREEK

Title: An Introductory Greek Program

Prepared by: Walter M. Hayes, S.J.

Publisher, edition, and program availability: Published by the Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657, 1966. Commercially available.

Cost: Text and Test Materials (not sold separately): $13.00
Tapes (set of 26): $85.00

Format, presentation device, program reusability: Programmed text with supplementary "panels" and "text aids" each in a separate book. Answers may be written on a separate sheet of paper so that the program is completely reusable. Tape recorder required.

Content and terminal objectives: The program is based on New Testament text material. The student first goes through the main introductory text book to learn the basic fundamentals of Greek. The terminal objectives of Stage One enable "beginners to learn Greek . . . fundamentals sufficiently to read the New Testament text of Matthew." (P/A) The texts of John, Mark and Luke are presented (in that order) in Stages Two and Three with increasingly less instructional assistance as the course progresses. A vocabulary is given separately to define words in each text which were not introduced in the initial presentation. Optional supplementary programs on the use of the subjunctive and the optative cases may be presented after John. At the end of the Introductory Program the student is introduced to a standard grammar text for future reference purposes.

Program organization: Each of the fourteen units in the Introductory Program is organized in a similar manner: Pre-test, statement of objectives, unit (with constructed responses, synchronized audio and optional material without audio), mid-test, preview of post-test, review (no audio), and post-test.
"Panels" provide pre-tests, mid-tests, charts and outlines of grammar for ready reference. They are used concurrently with the text material. "Text reading aids" consist of verb parsings, running vocabulary, and special sub-programs on the subjunctive and optative cases. (A,CH)

Response characteristics: Responses are constructed and may be given in a written, oral or covert mode. This is not structured into the program and is left to the individual to decide.

Student population, course level, prerequisites: The program was designed for college students although it has been used experimentally with a few high school students.

Completion time: The Introductory Program and the Matthew text constitute approximately one semester's work (125 hours). Mark, Luke and John require a second semester, and Acts-Apocalypse require a third semester.
Note: The author has developed programs using the same structure and organization in Latin and French. If any of the three programs is used first, the second program can be completed in one half the time it would have taken otherwise.

Suggested uses: To be used entirely self-instructionally.

Tests or supplementary materials included with program: Pre-tests, mid-tests and post-tests and the corresponding answer keys are included with the program materials. If the student passes the pre-test with "very few errors" he may take the post-test immediately and if he passes that with few errors, he may skip that unit and go on to the next. (P/A)

Developmental research reports and other literature relating to program:
Walter M. Hayes, An experiment in mulit-language programming. Paper presented at NSPI Convention, May 5, 1965 at Philadelphia, Pennsylvania.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: MODERN GREEK

Title: Speak and Read Modern Greek

Prepared by: Paul Pimsleur

Publisher, edition, and program availability: Published by American Institutes for Research, 1963. Commercially available from Tapeway, Inc., Box 3014 University Station, Columbus, Ohio 43210

Cost: Tapes (set of 20) and Reading Booklet: $235.00

Testing materials:
Tapes (Form A or B for Listening Comprehension): $15.00 per form
Tapes (Form E or F for Speaking): $15.00 per form

Answer Booklet (Form A or B for Listening Comprehension): $10.00 per set of 5
Answer Booklet (Form C or D for Reading Comprehension): $15.00 per set of 5

Format, presentation device, program reusability: Practically all of the course is presented on tapes, the exception being the reading section of each lesson which is taught through integrated reading booklet and taped instruction. Tape recorder required. Program is reusable.

Content and terminal objectives: The primary emphasis of the program is on spoken modern Greek, particularly vocabulary and conversational situations appropriate to an American tourist arriving in Greece, speaking vocabulary of approximately 200 words.

Program organization: The course is divided into 20 lessons of approximately one-half hour each, the conversation and vocabulary for each lesson being related to a typical situation a tourist would encounter, and each lesson introducing new structures and teaching the student to read a few more letters. The lessons follow the same pattern of listening to a short conversation, review and introduction of new material, reading instruction (which is separate from the rest of the lesson, the words in which the student learns new letters being unrelated to the vocabulary of most of the lesson material), review of new lesson material and use of new materials in a "situation" structured by the recorded instructor. Material introduced in one lesson is reviewed in the two succeeding lessons (a), but is not always used again after that.

Response characteristics: All responses are oral, and include echoing new sounds, words, phrases; translation, both direct and paraphrase, from English to Greek; re-combining Greek words, structures, phrases into new utterances; and reading aloud from printed Greek.

Student population, course level, prerequisites: Introductory course, primarily for American adults planning to travel in Greece. (A,CH)

Completion time: The course consists of 20 half hour lessons. However, lessons may be repeated and students may take 18-20 hours or more to complete the 20 lessons.

Suggested uses: Program is "Specifically designed for Americans who have a limited time in which to learn modern Greek for business, travel, or study purposes." (A)

Tests or supplementary materials included with program: Students are instructed to proceed to the next lesson if, at the end of the lesson, they "are responding correctly about 80% of the time." Tests are available for listening comprehension, reading comprehension, and speaking. Alternate forms of each test are available. Each test is 120 items long. "Students who have partially completed the program can be tested in Listening Comprehension and Speaking after they have done five, ten, or fifteen units, as well as after all twenty." (A,CH)

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C.

September 1968

Brief descriptive information sheets on foreign language programs: HAITIAN CREOLE

Title: Haitian Creole Basic Course

Prepared by: Albert Valdman

Publisher, edition, and program availability: Research supported by U.S. Department of Health, Education and Welfare, Office of Education. Published by Department of Linguistics, Indiana University, Bloomington, Indiana.

Cost: Handling charge for text: $.75
Tapes: Duplication charges required by Indiana University Audio Center

Format, presentation device, program reusability: The program consists of a workbook and a series of tapes.

Content and terminal objectives: The course is designed to "help you acquire the most important features of the grammar of Haitian Creole and a small basic vocabulary which will enable you to get around in Haiti. It will also lead you to pronounce Creole with reasonable accuracy, that is, accurately enough so that Haitians who speak Creole will understand you and will not be too uncomfortable -- or amused -- when you speak their language." The workbook contains 1) the keys to pronunciation exercises, 2) brief statements about Haitian Creole pronunciation and grammar, 3) short notes on cultural features relevant to the material presented, 4) written exercises, and 5) vocabulary. (P/A)

Program organization: The course contains a workbook and a series of tapes. Vocabulary lists are presented at the end of each of the six units and there is also a cumulative vocabulary appended at the end. The tapes contain dialogues and drill material, including comprehension exercises. (P/A)

Response characteristics: Not stated.

Student population, course level, prerequisites: Adult learners who anticipate contact with Haitian Creole and who have a high level of motivation.

Completion time: Approximately 30 hours.

Suggested uses: For a familiarization with Creole prior to contact with native speakers in a normal setting.

Tests or supplementary materials included with program: Tests are given at the end of various sections on the tapes. The student is told that if he did not meet a certain specified criterion, (the criterion score varies from test to test), he should repeat that section.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: HEBREW (Modern)

Title: Modern Hebrew: Basic Reading

Prepared by: Teaching Materials Corporation

Publisher, edition, and program availability: Published by Teaching Materials Corporation (division of Grolier, Inc.), 575 Lexington Avenue, New York. Fourth limited edition, 1962. Commercially available.

Cost: Programmed book: $16.00
Machine Program: $15.00 [To be used in Min/Max II teaching machine ($10.00)]

Format, presentation device, program reusability: The program is available in two formats: 1) Programmed book with cardboard mask; students normally write in book, but could write answers on separate sheet; and 2) machine program and Min/Max II teaching machine; program reusable. There are no tapes, records or other audio materials included.

Content and terminal objectives: ". . . facility with the reading and writing of the alphabet, the conversational patterns, and the basic vocabulary of Modern Hebrew... At the conclusion of this course, the student . . . will be prepared to undertake an advanced course of study in the grammar and conversation of modern Hebrew." (P) Structures introduced are generally simple; some vocabulary introduced, though main emphasis is on learning alphabet. (CH/CS)

Program organization: 2541 frames, divided into 10 units, each containing practice frames (for which the answer is provided directly below the student answer space) and test frames (for which confirmation is provided on another page). The student is sometimes questioned on material which has not previously been introduced, in both practice and test frames. (CS) Reading and writing script introduced in third lesson.

Response characteristics: Format includes matching, multiple choice (A, B, Neither, Both), copying, and constructed items. Responses include translation from English to Hebrew and Hebrew to English, mostly of single words or short phrases, transliteration; grammatical manipulations (e.g., changing singular noun to plural).

Student population, course level, prerequisites: Introductory course, only prerequisite is a fifth grade reading ability. (P)

Completion time: Not stated.

Suggested Uses: Not stated.

Tests or supplementary materials included with program: Test frames mixed in among "practice" frames in unit. Not unit or final tests.

Developmental research reports and other literature relating to program: None

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: HEBREW

Title: Reading Hebrew: A Programmed Instruction Book

Prepared by: C. Castberg and Lillian W. Adler

Publisher, edition, and program availability: Published by Behrman House, Inc., 1261 Broadway, New York, N.Y. 1965. Commercially available.

Cost: Text: $ .95

Format, presentation device, program reusability: The program is presented in text format. Answers are to be written in the booklet (although there is no obvious reason that they could not be written on a separate sheet of paper). No audio materials are included.

Content and terminal objectives: The program is designed to teach the student to recognize and read the letters of the Hebrew alphabet. It introduces the alphabet, the sight and sound of the letters, their names and their writing. It is based on Ashkenazi Hebrew. The letters taught are stick letters.

Program organization: The program is divided into four parts, with no apparent reference to subject matter. Frames are arranged so that the first frame appears on the first row of page 1, frame two is on the first row of page two, through to the end of part 1. Then the student turns back to page 1 for the second row of frames. At the end of part 1, he goes through the same procedure for part 2 and so on with parts 3 and 4.

Response characteristics: Responses are to be written. They are primarily constructed responses with a few multiple choice items as well. Responses called for are either recognizing the letter and writing its sound or its name in English, or writing it in Hebrew.

Student population, course level, prerequisites: No prerequisites are required.

Completion time: In a one-day-a-week school, the entire program should be completed before the end of the year. (P/A)

Suggested uses: The program is designed for pupil use at home or in class. The teacher should start the pupils on Lesson 1 during the first meeting of the class solving any problems they may have as to its mechanics . . . thereafter most of the pupils' work on the Program can be done at home or in class as seems more desirable. (P/A)

Tests or supplementary materials included with program: A Teacher Orientation Manual which provides suggestions to the teacher and answers frequently asked questions about programming and the role of the teacher is available.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: JAPANESE

**Title:** *A Programmed Course on Respect Language in Modern Japanese*

**Prepared by:** P.G. O'Neill

**Publisher, edition, and program availability:** Published by the English Universities Press Limited for the School of Oriental and African Studies, University of London. Distributed in the USA by David McKay Company, Inc., 750 Third Avenue, New York, N.Y. 10017. First Printing 1966.

**Cost:** Text: $5.95.

**Format, presentation device, program reusability:** The course is presented in printed form. Answers may be written in the text or on a separate sheet of paper.

**Content and terminal objectives:** The course is intended to enable students with the appropriate previous knowledge to state the significance of respect forms, both in isolated sentences and connected text by identifying: i) the type of respect form used (e.g. honorific verb); ii) the person to whom respect is being shown; iii) the equivalent form in the colloquial language at the ordinary *masu* level of politeness. The program deals with the combinations of the standard social relationships among the 1st, 2nd and 3rd persons, and their effect on the politeness level of the languages used; with the various verbal constructions used in respect language, viz. honorifics, depreciatories and deferentials, permissive *-te morau/itadaku* constructions, and imperative forms; and with the use of adjectives in respect language. (P/A)

**Program organization:** The program consists of 540 frames, supplemented by four passages of practice material. The practice material consists of three letters and one extract from a modern play. A post-test is included in the course. (P/A)

**Response characteristics:** The program requires constructed responses except for a handful of multiple choice questions. (P/A).

**Student population, course level, prerequisites:** The course is intended for students at college or university level who are already familiar with modern colloquial Japanese and its basic grammar, including the use of passive and causative verbs; but no previous knowledge of respect language is required. It is thus for students at an intermediate level of study. More specifically, this course was primarily designed for, and tested on, students who had studied the grammar contained in lessons 1-29 of *Teach Yourself Japanese* by Dunn and Yanada and who had a total of 250-300, class hours of Japanese language tuition of all kinds but who had not met respect language beyond the ordinary *masu*-level endings. (P/A)

**Completion time:** Not stated

**Suggested uses:** None given

Tests or supplementary materials included with program: The practice materials (including three letters and an excerpt from a modern play) are included with the program. A post-test is also included. The student is told that the recommended passing mark is 56, approximately 75%.

**Developmental research reports and other literature relating to program:** None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: LATIN

Title: Artes Latinae, Level One

Prepared by: Waldo E. Sweet

Publisher, edition, and program availability: Published by the Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Ill. 60611. Commercially available, Latin: Level Two is currently being tested.

Cost: Texts: $3.10 each
Tapes (set of 15): $3.00 each
Teacher's Manual: $1.95
Filmstrips: Set No. 1 - $6.00 each, $30.00 per set of five
Set No. 2 - $6.00 each, $30.00 per set of five

Format, presentation device, program reusability:
The program consists of two texts Book 1 and Book 2 with fifteen integrated tapes. The use of the tapes is optional. The student may write his answers in the book or on a separate sheet of paper.

Content and terminal objectives: Some of the objectives are stated to be: to read and understand Latin literature without recourse to English; to know basic sentences well enough to reproduce them when prompted by a picture, Latin paraphrase, or by an English translation, and when clued by the first letter in each word; to acquire an active vocabulary of approximately 700 words and a larger passive vocabulary; to be able to decline any noun in the program; to conjugate or give synopsis of verbs in the program; to pronounce unfamiliar Latin correctly and construct original Latin sentences using correctly all the structures studied in the course as models. (P/A)

Program Organization: Level One consists of 30 units. Each unit concludes with a summary, a vocabulary inventory and test information. Each page is divided into two column. The student works the left-hand colum through the end of the book and when he reaches the last page, turns the book upside down and does the left-hand side of the page working from the back to the front of the book. Symbols (asterisk, circle, dot) are used to indicate to the student what action should be taken with the taped materials, if they are being used.

Response characteristics: Responses are both written and oral in response to items in the texts and the tapes.

Student population, course level, prerequisites: The course is a beginning course in Latin for Junior/Senior High Schools and College students.

Completion time: Latin: Levle One and Latin: Level Two could be considered as approximately 2 years of Latin at the secondary school level. (P)

Suggested Uses: None stated

Tests or supplementary materials included with program: Fifteen coordinated drill tapes can be used with the program; their use is optional. All the information on the tapes is also in the book. A Teacher's Manual and a special unit test and Teacher's Key are available in addition to a reference notebook for the student to take notes as he progresses through the program. In addition to these, color filmstrips, color study prints, and motion picture films are also available with the program. (P/A)

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: LATIN

**Title:** An Introductory Latin Program

**Prepared by:** Walter M. Hayes, S.J.

**Publisher, edition, and program availability:** Published by the Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657, 1966. Commercially available.

**Cost:** Text and Test materials (not sold separately): $12.00
Tapes (set of 17): $56.00

**Format, presentation device, program reusability:** Programmed text with supplementary "panels" and "text aids" each in a separate book. Answers may be written on a separate sheet of paper so that the program is completely reusable. Tape recorder required.

**Content and terminal objectives:** The program is based on New Testament text material. The student first goes through the main text book which introduces him to basic fundamentals of Latin. The terminal objectives of this stage are designed to enable "beginners to learn . . . Latin fundamentals sufficiently to read the New Testament text of Matthew." (P/A) This represents Stage One. The texts of John, Mark and Luke are presented (in that order) in Stages Two and Three with increasingly less instructional aid as the student progresses. A vocabulary is given separately to define words in each text which were not introduced in the initial presentation. After the student completes John, he may take the "Ut, Cum (and) Quia Program" which discusses the differences implied by these Latin words. An integrated tape presentation is used throughout the program.

At the end of the Introductory Program the student is introduced to a standard grammar book in the language for future reference purposes.

**Program organization:** Each of the fourteen units in the Introductory Program is organized in a similar manner: Pre-test, statement of objectives, unit (with constructed responses, synchronized audio and optional material without audio), mid-test, preview of post-test, review (no audio), and post-test.

"Panels" provide pre-tests, mid-test, charts and outlines of grammar for ready reference. They are used concurrently with the text materials. "Text reading aids" consist of verb parsings, running vocabulary, the "Ut, Cum and Quia Program", and a special sub-program on subjunctive usage. (A,CH)

**Response characteristics:** Responses are constructed and may be given in a written, oral or covert mode. This is not structured into the program and is left to the individual to determine.

**Student population, course level, prerequisites:** The program is designed for College students although it has been used for experimental purposes with a few interested high school students.

Completion time: The Introductory Program and the Matthew text constitute approximately one semester's work (125 hours). Mark, Luke and John require a second semester, and Acts-Apocalypse require a third semester.
Note: The author has developed programs using the same structure and organization in Greek and French. If any of the three programs is used first, the second program can be completed in one half the time it would have taken otherwise.

Suggested uses: To be used completely self-instructionally.

Tests or supplementary materials included with program: Pre-tests, mid-tests and post-tests and the corresponding answer keys are included with the program materials. If the student passes the pre-test with "very few errors" he may take the post-test immediately and if he passes that with few errors, he may skip that unit and go on to the next. (P/A)

Developmental research reports and other literature relating to program:
Walter M. Hayes. An experiment in multi-language programming. Paper presented at NSPI Convention, May 5, 1965, Philadelphia, Pennsylvania.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: RUSSIAN

Title: Basic Russian

Prepared by: Teaching Materials Corporation

Publisher, edition, and program availability: Published by Teaching Materials Corporation, 575 Lexington Avenue, New York 22, New York, 1960. Commercially available.

Cost: Programmed Text $11.00
Machine Program $10.00 [to be used in Min/Max II teaching machine ($15.00)].

Format, presentation device, program reusability: The program is a sequence of 1,994 frames. No subdivisions are indicated. Programming format is linear. A sliding mask is used with the programmed text. Responses are written in the text, so the programmed book would not normally be reusable. Machine program is reusable.

Content and terminal objectives: Content is elementary, conventional classroom phrases, e.g., "I speak Russian" "We shall read the book." (CH)
Terminal objectives: The Cyrillic alphabet, recognition of over 100 cognates and active use of over 100 words, use of at least 35 phrases, counting and telling time, conjugations of verbs, principles of and practice in the use of present, past, and future tenses, and the use of possessive pronouns. (P/A)

Program organization: Skills are presented in the following order: 1. pronunciation, 2. Cyrillic alphabet for printing and reading, 3. reading cognates, 4. recognition of verb forms, 5. translation of short phrases and sentences from English to Russian and from Russian to English. Brief operating directions are programmed at the beginning of the text, later directions are written in the frames as necessary. Review frames are periodically interspersed in the program sequence. Using every Nth frame (e.g., 12th or 20th) is suggested as a technique for rapid review. (A,CH)

Response characteristics: All responses are written, although the student is encouraged to pronounce the phonetic respelling and the Cyrillic notations. Responses include copying phonetic respelling and the Cyrillic, writing English translations and writing Russian translations in the Cyrillic, and completing statements or answering questions, e.g., "the stem for 'going' is ____________." All responses are confirmed.

Student population, course level, prerequisites: Twelve year olds through adults. (P/A) Introductory level. No prerequisites.

Completion time: 18-20 hours. (P/A)

Suggested uses: No specific uses are suggested by the publisher. The publisher does add "It is highly desirable that the beginning student have assistance in pronunciation from a qualified teacher . . ." (P/A)

Tests or supplementary materials included with program: A final test and a teacher's manual are reported in Programs '63 but are not readily available.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W. Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: RUSSIAN

Title: A Self-Instructional Program in Russian: Beginning Russian

Prepared by: Irving J. Saltzman, John F. Beebe, Renée Adams

Publisher, edition, and program availability: The program is being developed and tested at Indiana University. It is not yet available for general use.

Cost: Not available

Format, presentation device, program reusability: Programmed text and tapes. Program is reusable. Standard tape recorder and earphones used. Student does not record his responses. (A)

Content and terminal objectives: The program is intended to provide the equivalent of a first semester course in Russian at the high school or college level. The final test on the program includes translation of items such as the following: "My daughter's teachers talked about these textbooks at the meeting yesterday" and "I'll sign all those documents and then finish answering the mail." Program content is listed in detail in The Construction and Evaluation of a Self-Instructional Program in Russian. It includes 266 lexical items, of which 124 are nouns, 63 verbs, and 79 other, primarily pronouns and adverbs. (A,CH)

Program organization: The program is divided into approximately 15,000 text frames and 97.5 hours of tapes, with tapes and text materials being used alternately and covering the same material. Order of presentation of materials: generally, the student first hears and learns to recognize spoken items, then mimics and practices making them. Next, he reads and learns to spell them, and finally uses them in translations (oral and written). Items are reviewed later in the program. (A)

The program materials are divided into statement frames, presenting a step of the program content, and practice frames, which follow the statement frames and are intended to produce learning and retention of the program material. (A)

The program is divided into three sections of 60-70 hours, followed by detailed review and oral and written tests. (A)

Response characteristics: Both oral and written responses are used, in a format including two-alternative multiple choice and constructed response items. Oral responses include reading from printed Russian, translation (Russian-English and English-Russian), and answers to questions about the course content in cases where written responses are not felt to be more effective. Written responses primarily emphasize written translation from English to Russian. (A)

Student population, course level, prerequisites: Introductory program, for use with college or high school students. "In order to use the program, students must be literate, familiar with English grammar, motivated to study Russian and cooperative to the extent of doing what the program requires them to do." (A)

Completion time: Approximately 250 hours, including time for the books and their associated tapes. This time includes approximately 13 hours for the writing program (Writing Russian Script) described on a separate Information Sheet. (A,CH)

Suggested uses: As a self-instructional course equivalent to a first semester high school or college Russian course.

Tests or supplementary materials included with program: Four tests are included in the program: a written test following in the writing program, and three oral and written tests at intervals of approximately one-third of the rest of the program. (A)

Developmental research reports and other literature relating to program:

Irving J. Saltzman. Programmed self-instruction and second-language learning. IRAL, 1963, 1 (2), 104-114.

Irving J. Saltzman. The construction and evaluation of a self-instructional program in Russian. Report to Office of Education on Title VII Project Number 658.

Irving J. Saltzman, George C. Buck, & Klaus H. Bongart. Observations on the use of three self-instructional programmed foreign language courses. To appear in AV Communication Review.

John B. Carroll. Sorcerer's apprentice at large. [a review of Writing Russian Script] Contemporary Psychology, 1964, 9 (4), 188-190.

Irving J. Saltzman. One man's average is another man's genius? [a comment on the review by Carroll of Writing Russian Script] Contemporary Psychology, 1964, 9, 238.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: RUSSIAN

Title: Writing Russian Script

Prepared by: Irving J. Saltzman

Publisher, edition, and program availability: Published by McGraw-Hill Book Company, Inc., 330 West 43rd Street, New York, N.Y. 1963. Commercially available.

| | | | |
|---|---|---|---|
| Cost: | Text: | $2.95 (paperback)<br>$5.95 (hard cover) | Dual track tape: $7.95<br>(Also available on two single-track tapes: $15.00) |

Format, presentation device, program reusability: Programmed text and optional tape (used alternately). Tape recorder required if optional tape is used. Student writes his responses on a separate sheet of paper, so program is reusable.

Content and terminal objectives: Reading and writing the letters of the Russian alphabet receive primary emphasis. "This self-instructional program, when properly used, will enable the student to learn the names and alphabetical sequences of the 33 letters in the Russian (Cyrillic) alphabet. The student will also learn to recognize the printed forms of the letters, both capital and small letters, and he will learn how to write the letters in script and how to join the letters together properly to form words." (A)

The tape "helps the student learn to pronounce the names of the letters of the Russian alphabet and also provides the student with additional opportunity to practice and learn the alphabetical sequence of the letters." (A)

Program organization: The program is divided into 11 sections, each introducing three letters, plus a twelfth practice section on all the letters, and practice on reading and writing words. Each unit teaching three letters (on both tape and text) is broken down into a series of statements (224 in the entire program), followed by questions and answers to help the student learn and retain the information given in the statement. Review is provided at the end of units. Additionally, the 224 statements contain all the material covered in the program and can be read over for a quick review of the program.

Response characteristics: Both written and oral responses are used, in a format including two-alternative multiple choice and constructed response items. Oral responses include answering questions, both written and spoken, on the sequence of Russian letters and pronunciation of names of letters; echoing tape; reciting letters in sequence. Written responses include copying from a Russian model; writing from English transliteration of Russian letters; writing from printed Russian letters and words.

Student population, course level, prerequisites: Junior or senior high school to adult. The program provides introductory instruction in the Russian alphabet, though the student may or may not have some experience with the spoken language. Developmental population ranged in age from 12 to over 60. (A,CH)

Completion time: Tape: approximately 100 minutes. Text (based on data from developmental population): average of 10.5 hours (exclusive of tapes), ranged from 8.5 to 18 hours. (A)

Suggested uses: To be used "whenever the teacher feels that his students are ready to learn to write Russian script." Self-instructional supplement to other instruction in Russian language. (A,CH)

Tests or supplementary materials included with program: If the student makes more than a few errors on the questions following a statement, he should study the statement and answer the questions again. The author refers to a final test for the program, though it is not included in the published edition.

Developmental research reports and other literature relating to program:

Irving J. Saltzman. Programmed self-instruction and second-language learning. IRAL [International Review of Applied Linguistics in Language Teaching], 1963, 1, (2), 104-114.

Irving J. Saltzman. The construction and evaluation of a self-instructional program in Russian. Report to Office of Education on Title VII Project Number 658.

Irving J. Saltzman, George C. Buck & Klaus H. Bongart. Observations on the use of three self-instructional programmed foreign language courses. AV Communication Review, 1965, 13(1), 53-58.

John B. Carroll. Sorcerer's apprentice at large. [a review of Writing Russian Script] Contemporary Psychology, 1964, 9(4), 188-190.

Irving J. Saltzman. One man's average is another man's genius? [a comment on the review by Carroll of Writing Russian Script] Contemporary Psychology, 1964, 9, 238.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Basic Spanish

Prepared by: Teaching Materials Corporation

Publisher, edition, and program availability: Published by Teaching Materials Corporation (division of Grolier, Inc.), 575 Lexington Avenue, New York, N.Y. Second edition, November 1962. Commercially available.

Cost: Programmed book: $17.50
Machine program alone: $16.50
Machine program and Min/Max II teaching machine: $25.00

Format, presentation device, program reusability: The program is available in two formats: 1) Programmed book with cardboard mask; students normally write in book, but could write answers on separate sheet; and 2) machine program and Min/Max II teaching machine; program reusable. Sound records included, require standard 33-1/3 rpm record player.

Content and terminal objectives: "The TMI-Grolier self-tutoring Spanish course teaches: conjugation in the present and preterite tenses of the three classes of Spanish verbs; the important functions and applications of ser and estar; the syntax of Spanish sentences; use of possessive adjectives; subject, indirect object, and reflexive pronouns; the behavior of radical-changing verbs; the imperative; negation; counting; using idiomatic expressions; and time telling." (P) Table of contents is included in program.

Program organization: Some discrimination and pronunciation training is given in a separate unit at the beginning of the course. Nineteen lesson units follow this. The lesson units have the following organization: a) pre-test; b) lesson materials, including instructional frames, references to supplementary exercises, test frames, and reference to vocabulary list for study at the end of lesson; c) post-test (repetion of pre-test).

Response characteristics: Oral (at beginning of program); matching sounds heard with sample and echoic responses. Written format includes multiple choice (A, B, Neither, Both), matching items, and constructed responses. Spanish-English and English-Spanish translation of words and sentences; answering questions about pictures (e.g., "What is on the table?"); some copying frames; identification of grammatically correct and incorrect statements.

Student population, course level, prerequisites: Introductory course; student level and prerequisites are not stated, but are probably similar to those for other TMI-Grolier programs (i.e., fifth-seventh grade reading level).

Completion time: About 30 hours. (P)

Suggested uses: Not stated.

Tests or supplementary materials included with program: Unit tests, used both as pre and post-tests, are included with program. Test frames, for which student must turn to answer page to learn correct answer, are embedded in the program. No terminal test. Two 7", 33-1/3 rpm Sound Records are included, as are a "Sound Record Guide:" and a supplementary booklet which provides exercises, grammatical tables, and a "Spanish-English programed dictionary".

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: SPANISH

Title: From Sound to Letter: Programmed self-instruction in Spanish pronunciation and writing.

Prepared by: Juan Estarellas

Publisher, edition, and program availability: Published by the Instructional Materials Division of Continuous Progress Education, Inc., Connecticut. Validation edition, 1965. Available from Campus Shop and Book Store, Florida Atlantic University, Boca Raton, Florida 33432.

Cost: Text: $3.75 Tapes (eighteen 5" reels): $20.00

Format, presentation device, program reusability: Programmed text and tape. Student could write responses either in text or on separate sheet.

Content and terminal objectives: "The general purpose of this work is to teach the student discrimination and production of Spanish sounds and their sequence, stress and intonation patterns, as well as to teach him writing, reading, and syllabication."

"The student will attain 90% achievement of each of the following. Given: 1) an aural stimulus of twenty Spanish words, the student will be able to write them correctly (these words taken from problem areas and not already used before in the text); 2) twenty combinations of Spanish utterances and their transcriptions as a stimulus, the student will have the ability to demonstrate in writing the words that link with each other according to Spanish phonological rules; 3) the aural stimulus of twenty combinations of Spanish utterances and their transcriptions as a stimulus, the student will have the ability to demonstrate in writing the words that link with each other according to Spanish phonological rules; 3) the aural stimulus of twenty Spanish words, the student will be able to graphically syllabicate them; 4) the aural stimulus of twenty Spanish utterances, the student will circle that syllable where the primary stress falls; 5) the aural stimulus of twenty Spanish sentences, the student will be able to demonstrate recognition of the intonation pattern of each sentences (with words containing problem sound areas), the student will be able to pronounce them in a manner in which the meaning would be understood by a native (who would not have the written text)." (A)

Program organization: The program is organized into eight "levels" of content: Spanish vowels, vowel clusters, consonants, consonant clusters, syllables, word stress, linking, and intonation patterns. Each level is divided into a series of "problems", which are further divided into individual frames. Within each level or each series of problems, discrimination and transcription (writing from dictation) are taught before oral production.

Response characteristics: Both oral and written responses are utilized. In a few introductory problems presenting explanatory materials, written responses are made to written stimuli. In the majority of the problems, written responses are made to taped stimuli (aural-written problems). These generally require transcriptions of Spanish sounds. In the aural-oral problems, the student imitates Spanish sounds pronounced by a taped model.

Student population, course level, prerequisites: "The initial behavior assumed of the learner is: 1) age -- from 14 to 70; 2) an education level of 9th grade or more; 3) physical abilities -- normal hearing acuity, normal or corrected vision; 4) first language experience -- English; 5) previous experience in Spanish -- zero (although, this text might be useful as a remedial or review program); 6) motivation -- none or normal desire to learn Spanish." (A)

Completion time: Average of six hours. (P/A)

Suggested uses: Can be used entirely self-instructionally, with or without instructor supervision. Has been used in remedial course work as well as introductory Spanish classes.

Tests or supplementary materials included with program: Interim tests for each level and a terminal test are available.

Developmental research reports and other literature relating to program:
Estarellas, Juan and Regan, Timothy F. Effects of teaching sounds and letters simultaneously at the very beginning of a basic foreign language course. Unpublished paper. Department of Languages and Linguistics, Florida Atlantic University, 1965.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: SPANISH (Latin American)

Title: Introductory Spanish

Prepared by: M. W. Sullivan

Publisher, edition, and program availability: Encyclopaedia Britannica Press, Inc., 1961. Commercially available from Behavioral Research Laboratories, Box 577, Palo Alto, California.

Cost: Programmed text (set of 7 volumes): $14.00 Tapes (set of 7):$64.75
Teacher's Manual: $1.00

Format, presentation device, program reusability: Integrated tapes and programmed text. Text presented in TEMAC binder. Tapes require a tape recorder with a pause button or preferably foot pedal controls. Students may write their answers on separate answer sheets, so program could be reused.

Content and terminal objectives: The lexical content of the course is not designed to cover any specific subject matter. The words used early in the program are chosen for phonetic reasons. On the level of syntax, the most frequently used patterns are not used first. The structure is linguistic rather than situational.
Terminal objectives: to assure student comprehension of Spanish and the ability to read, write and speak simple Latin-American Spanish; to provide vocabulary in excess of 500 words; to achieve a firm grasp of the simple tenses, the singular and plural forms of nouns and adjectives, and the basic word order of Spanish sentences. (P/A) All skills are equally emphasized.

Program organization: The course is not divided into distinct lessons. The course contains 3276 frames. At the completion of each set of 25 vocabulary items, the student is provided with a vocabulary review section; this is followed by an alphabetical listing of all the preceeding vocabulary items. The student receives training in understanding, speaking, reading, writing and translating concurrently.

Response characteristics: All written responses are in Spanish, these include copying, dictation, answering questions, filling in blanks, translating words and sentences. There are multiple choice responses; the student is asked to complete a sentence by choosing one of two alternatives. Oral responses include repetition, discrimination, answering questions, reading and translations. English oral responses are required for translation and vocabulary.

Student population, course level, prerequisites: Introductory course, for use with high school and college students. (P)

Completion time: Not specified whether it is for high school or college students.

| | |
|---|---|
| Gifted students: | 30-40 hours |
| Average students: | 40-45 hours |
| Slower students: | as long as 65 hours (P) |

The average time for high school students is 45 hours, and 40 hours for college students. Range reported from developmental testing is 19-67 hours. (A)

Suggested uses: The course can be used in conjunction with other high school or college Spanish courses, for review or remedial purposes, adult education, industry language-training programs, for use in public libraries by those who wish to learn a language but do not want to spend the necessary funds to buy a complete course. (P/A)

Tests or supplementary materials included with programs: Tests and a Teacher's Manual are available for the program.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 September 1968

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Spanish A

Prepared by: Stanley M. Sapon

Publisher, edition, and program availability: Published by Encyclopaedia Britannica Press, 1961. Commercially available, from Encyclopaedia Britannica, Educational Corp., 425 N. Michigan Avenue, Chicago, Ill. 60611.

Cost: Text and TEMAC Binder: $29.25 Tapes: $200.00
Teacher's Manual: $ .20

Format, presentation device, program reusability: Integrated tape and programmed text. Text presented in TEMAC binder. Tapes require tape recorder, preferably operated by foot pedal. Audio-active earphones required; student does not record his responses. Program reusable.

Content and terminal objectives: Primary emphasis is placed on the spoken language. The terminal objectives for the course are stated in detail in the Teacher's Manual. Some of these are: ability to respond to a natural rate of Spanish speech; good to near-native pronunciation; ability to read aloud without impairing aural-oral level; ability to write at the level of a Spanish first or second grader; about 500 vocabulary items. Structure: 90+% accuracy in number-gender agreement (in both noun-adjective-pronoun and subject-verb-predicate constructions); basic patterns of affirmation, negation, interrogation; present tense of verbs. (A,CH)

Program organization: 6,592 frames, divided into 60 units. Each unit requires 50-85 minutes for completion and can be completed either in one session or several. (P/A) Discrimination training and oral comprehension and production are taught first; written language not introduced until after 3,000 frames (in Unit 29).

Response characteristics: Responses are both oral and written; format includes multiple choice, matching, constructed responses, frequently in combination. Oral responses include repeating Spanish sounds, words, phrases in chorus with or after taped voice; translation (English-Spanish and Spanish-English); reading aloud; answering questions. Written responses, both writing full sentences and completing blanks, include translation (Spanish-English and English-Spanish), written answers to questions; writing from dictation.

Student population, course level, prerequisties: Introductory course, for high school (possibly junior high school) or college students.

Completion time: 50-85 hours (P/A)

Suggested uses: The course is entirely self-instructional, but the author suggests two main alternative ways of using it:

1) students work steadily on program to a target unit somewhere between Units 50 and 60, then divide their time between work with teacher on conversation, vocabulary, new patterns, etc., and individual work with programmed materials.
2) students spend 3 or 4 days a week working on program, spend the rest of the class time each week in instruction by the teacher, in English, on Spanish and Latin American culture. (A, CH)

Tests or supplementary materials included with program: No tests included. Teacher's Manual is available.

Note: Professor Sapon has also developed a second programmed Spanish course, *Spanish B*, published by Monopress, Rochester, New York. (See Information Sheet)

Developmental research reports and other literature relating to program:

Stanley M. Sapon. Some reflections on models of linguistic structure and language programming. *In Programming of audio-lingual language skills for self-instructional presentation,* Volume VI of Publications of the Language Laboratory, Series Preprints and Reprints. University of Michigan. 1961.

Donald G. Reiff, Programmed Spanish, in Robert G. Pierleoni (ed.) *Perspective in Programming, Proceedings of a Conference on Programmed Instruction in the Sixties.* Genesee Valley Chapter of the National Society for Programmed Instruction and the University of Rochester. 1967, 35-37

September 1968

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Spanish B

Prepared by: Stanley M. Sapon

Publisher, edition, and program availability: Published by Monopress, P.O. Box 8341, Rochester, New York 14618, 1965. Commercially available.

Cost: Text (set of two volumes): $7. 00
Tapes (7" reels at 3-3/4 ips): $42.00

Content and terminal objectives:

The following description of the course has been provided by Professor Sapon:

> "The oral skills developed in Spanish A are maintained at high strength and further extended with a particular eye towards increasing the reliability of oral production under the control of orthographic stimuli.
>
> "The student is brought to the use of fully normal orthography. One of the results of this orientation is the ability to introduce novel material visually with less dependence on auditory models.
>
> "The lexicon adds approximately 700 items, and verb morphology includes the following tenses; periphrastic future, the present perfect, and the preterite in the indicative; the present and imperfect subjunctive; and the polite command forms. The above variations appear in both regular and irregular verbs and with reflexive verbs as well.
>
> "Training is given in the discrimination of ser and estar, and the intimate forms of the verb are introduced.
>
> "Distinction is made between Iberian and Latin American pronunciation, and the student is given opportunity to listen and respond to Latin American Spanish."

Student population, course level, prerequisites: The program is designed to be used by students who have completed Spanish A. (See Information Sheet).

Completion time: ". . . the average completion time is around 25 to 30 hours." (A) The minimum completion as indicated by Reiff (cited below) is 20 hours. (CH)

Suggested uses: Not stated.

Tests or supplementary materials included with program: None included.

Developmental research reports and other literature relating to program:

Donald G. Reiff, Programmed Spanish in Robert G. Pierleoni (ed.) Perspective in Programming, Proceedings of a Conference on Programmed Instruction in the Sixties. Genesee Valley Chapter of the National Society for Programmed Instruction and the University of Rochester, 1967, 35-37.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Spanish Syntactic Structures: A Programmed Self-Instructional Audio-Visual Course

Prepared by: Juan Esterellas and Timothy F. Regan

Publisher, edition, and program availability: Published by Continuous Progress Education, Inc., Instructional Materials Division, 281 Connecticut Avenue, Wilton, Connecticut 06584, 1966. Volumes I and II and audio tapes are currently available. Volume III is in preparation.

Cost: Text: $6.66 each Tapes (ten): $40.00 (audio tapes)

Format, presentation device, program reusability: Programmed text and video and audio tapes. Student can write responses either in text or on separate sheet. Video-tape recorder required for video presentation.

Content and terminal objectives: The program provides a complete presentation of the grammar and syntax of Spanish. The concepts are explained in English at the beginning of each "level" and then examples and subsequent frames use the structures in Spanish. Examples of subject matter covered at each level are noun clusters; determiners; present of "tener" "tener que" and questions; the irregular verb "estar" and adverbs of place. From Sound to Letter (see Information Sheet) and Spanish Syntactic Structures will bring the student to the two years average college objective. (A)

Program Organization: The complete program will contain twenty-four levels of content in four volumes. (To date, Levels 1-14 have been completed and evaluated). Each level is divided into "problems" and each problem is further divided into individual frames. (A)

Response characteristics: Presentation may be written, requiring only written responses, or it may be visual-written and aural-oral, requiring written and oral responses. The latter type may have panels preceding the individual problems to provide additional explanatory material. Each lesson is first answered in the written mode and after finishing a level in this way, the student is to "cover the writing but not the pictures of the book and . . . (proceed) . . . orally with the tape." With the video presentation, "the student is given a visual and aural stimulus, he emits an oral and written response, and receives a visual and aural reinforcement." (A,CH).

Student population, course level, prerequisites: It is assumed that the student is acquainted with Spanish pronunciation and writing which was introduced in the earlier program (From Sound to Letter, see Information sheet), or that an equivalent knowledge of Spanish exists. (A)

Completion time: The author estimates this to be about 30 hours.

Suggested uses: The author states that the program can be used entirely self-instructionally with or without supervision of an instructor.

Tests or supplementary materials included with program: A self-evaluation test appears after each visual-written and aural-oral level. The student is told not to proceed unless he scores 90% or better on these tests. Intermediate level tests and a final test are currently being revised and are not yet available.

Developmental research reports and other literature relating to program: The program is currently undergoing further evaluation by the author. (A)

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September, 1968

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Speak and Read Essential Spanish

Prepared by: Paul Pimsleur

Publisher, edition, and program availability: Published by Tapeway, Inc., Box 3014 University Station, Columbus, Ohio 43210, 1966. Commercially available.

Cost: Tapes (set of 30) and Reading Booklet: $270.00

Format, presentation device, program reusability: Almost the entire course is presented on tapes, recorded on 5" reels at 3 3/4 i.p.s. There is also a Reading Booklet which uses an integrated approach with the taped materials. Tape recorder is required. Program is totally reusable.

Content and terminal objectives: " . . . the student acquires a 200-word high-utility vocabulary plus basic structures, He practices recombining vocabulary and structures so as to produce many utterances with his stock of 200 words. He also receives instruction in reading." (P/A)
The course is based on Latin-American Spanish.

Program organization: The course is divided into thirty taped units, each 26 minutes in length. Each lesson is based on a typical conversational pattern with which a tourist might be confronted (travel schedules, restaurant ordering, asking directions, etc.) Material introduced in one lesson is usually reviewed in subsequent lessons. The reading booklet is used once the student is part of the way through the course and is combined with the taped presentation.

Response characteristics: All responses are oral and include echoic responses, translation tasks, and forming recombinations of previously presented Spanish materials.

Student population, course level, prerequisites: No prerequisites.

Completion time: Approximately 30 hours (P/A)

Suggested uses: The course is designed for Americans who have a limited time in which to learn the foreign language for business, travel or study. (A, CH)

Tests or supplementary materials included with program: Tests similar to those for Speak and Read Essential French have been written but they are still in the experimental stage.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Spoken American Spanish (ALLP-II)

Prepared by: F. Rand Morton and Audio-Lingual Language Programming project staff

Publisher, edition, and program availability: U.S. Office of Education. This program is not available for general use. It is undergoing further revision and is expected to be available in final form in June 1967.*

Cost: Approximate costs for 1967 revision:
Text: $22.00-$30.00 Tapes: $200

Format, presentation device, program reusability: The program has been prepared in two versions. Version M is designed for presentation on the Language Machine (EMD) developed by the Audio-Lingual Language Programming project. Version A is identical in linguistic content, but was prepared (from the Version M materials) for use on a slightly modified conventional stereo tape recorder. This equipment differs from the EMD in lacking the "Responser" attachment which provides for student-paced response and immediate playback of response and confirmation model. Blank space for student response is provided on the tapes of Version A for frames that utilize the Responser in Version M. (A).

Content and terminal objectives: Program content includes approximately 1,275 active vocabulary items, 5,000 recognition vocabulary items. The structures taught are largely those included in first year college Spanish texts; specifically, those taught in the Foreign Service Institute text by Stockwell, Bowen, and Silva Fuenzalida. (A,CH)

Terminal objectives, as stated by the author, are:

1. Mastery of standard phonological system of language as demonstrated by use of discriminatory abilities in echoic vocal behavior similar to those of a 10 year old native speaker.
2. A manipulative ability in the language permitting an appropriate vocal response to any verbal behavior with which confronted, within the typical repertory of a 10 year old native of the language.
3. An active standard vocabulary of no less than 1,500 lexical items.
4. The ability to immediately expand and enlarge the terminal linguistic repertory with experience in a foreign country where the language is spoken. (A)

Program organization: The program is divided into five Tasks:
Task I: Phonematization (270 frames; average time - response time 20 hours, work through time 30-40 hours): student learns to discriminate the 26 Spanish phones from other Spanish and non-Spanish sounds, and to transcribe with 95% accuracy "all segmentals, the suprasegmentals of stress and phonemic length" of Spanish utterances used in Task I. No lexical meaning introduced.

*Note: Qualified researchers may obtain copies of the existing program as follows: Tapes from United Sound Systems, 6840 Second Boulevard, Detroit, Michigan 48202; Text from Publications Distribution Service, University of Michigan, 615 E. University, Ann Arbor, Michigan. Cost for this edition: Tapes - $193.80 plus postage or shipping for 53lbs. from Detroit; Text - $6. and postage 9lbs from Ann Arbor.

Task II: Vocalization (349 frames; average time - 30 hours response time, 60-80 hours of workthrough time): student learns to vocalize with 95% accuracy the 26 Spanish phones, stress and three terminal pitch contours; echo with 92% accuracy; read aloud from grammalogs (60% accuracy); substitute and add phones on command; etc.
Task III: Acoustic Signifiers (481 frames; average time - 120 hours of response time, 150-200 hours of workthrough time): student learns an "acoustic grammar" without lexical content, learns to give questions or answers in grammatically appropriate form. Only structural meaning is stressed.
Task IV: Structural Patterns (440 frames; average completion time - 80 hours of response time, 100-150 hours of workthrough time): the student finishes developing an active vocabulary of 1,275 items and recognition vocabulary of approximately 5,000 items; he listens to long passages for passive comprehension and is given experience in dialogue situations and answering questions about himself.
Task V: Generative Verbal Behavior: In the most recent version reported of the program, most of the material from this Task has been incorporated into the earlier Tasks.

The Tasks are further divided into units and sets, then into "audio-lingual frames".

There are review frames included in the program and each Task maintains skills acquired in previous Tasks.

Several features of the program are particularly distinctive. For instance, no oral responses are permitted through the first Task, and lexical meaning is not introduced until late in the program, with most of the student's responses made to lexically "meaningless" (to the student) patterns of acoustic and structural cues. (A,CH)

Response characteristics: A wide variety of written and oral responses is required of the student, including echoic responses, transcription (in a special "grammalog" notation), responding appropriately to a variety of acoustic cues, taking part in a dialogue, etc.

Student population, course level, prerequisites: Introductory course, The program has been designed for students between the ages of 16-24. (A)

Completion time: 230-250 hours of student response time for Version M. (A) This includes only the time in which the student is actively responding, not the time he spends in other activities such as listening to long directions. Average total completion or workthrough time is approximately 400 hours. (A,CH)

Suggested uses: This program is to be used entirely self-instructionally (except for some monitor scoring of criterion frames, which has been used in past work with the program).

Tests or supplementary materials included with program: Criterion frames are interspersed through the program, and scored by monitor. On regular frames, student scores himself against criteria for proceeding to the next frame. Test materials and a Teachers Manual are to be available in June 1967.

Developmental research reports and other literature relating to program:

Morton, F. Rand. The Lindenwood experiment: The trial use of the ALLP-II Spanish self-instructional program as the sole instructional medium for first year Spanish students in a liberal arts college. Final report to the U.S. Office of Education on Contract No. OE-5-14-020., September 1965. (This report is available from Lindenwood College; it is not available from the U.S. Office of Education).

Bell, Robert & McDonald, Pearl S. Experimental use of self-instructional courses in Russian and Spanish by secondary school students. Office of Education Contract Report. Arlington County Public Schools, April 1964.

Lane, Harlan, and others. Experimental analysis of the control of speech production and perception, Vol. 1-6 . Ann Arbor: Behavior Analysis Laboratory, University of Michigan, 1961-1964

Morton, F. Rand. The language laboratory as a teaching machine. International Journal of American Linguistics, 1960, 26, 113-166

Morton, F. Rand (Ed.) Programming of audio-lingual language skills for self-instructional presentation. Publications of the Language Laboratory - Series Preprints and Reprints: Volume VI.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: SPANISH

Title: Step by Step to Spanish*

Prepared by: Delbert L. Barcus

Publisher, edition, and program availability: Published by Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607, 1964. Commercially available.

Cost: Text: $2.49

Format, presentation device, program reusability: Programmed text. Answers may be written in the book or on a separate sheet of paper.

Content and terminal objectives: This book was developed out of the Denver-Stanford Project and has been programmed "to teach sentence patterns, vocabulary, and grammatical concepts through a series of frames that are designed to teach by repetition and reinforcement." (P/A)

Program organization: The program is not divided into subsections. The frames are arranged so that frame 1 appears on the first row of page 1, frame 2 on the first row of page 2, and so on. When the student reaches the last page, he returns to page 1 and proceeds with the second row of frames on each page through to the end of the book and so on. Eight frames appear on each page.

Response characteristics: Responses are all written. "The reading content is based strictly on the oral Spanish repertoire of the pupils. English translations are avoided as much as possible, and illustrations and context are used to establish vocabulary meanings." (P/A)

Student population, course level, prerequisites: Designed for elementary grade level 4-6. (P)

Completion time: The publisher states that this is 2 years.

Suggested uses: "The book can be used by itself with satisfactory results, but research indicates that pupils learn Spanish better if you combine the use of Step by Step to Spanish with Leemos el español. Teachers who have used this method have found that the first three Spanish periods of the week should be used entirely for Leemos el español. The fourth period should be devoted to Step by Step to Spanish and the fifth period should be divided, using each book for half the period." (P/A)

Tests or supplementary materials included with program: Leemos el español, a non-programmed workbook, a long-playing record Hablo español, and handbooks for teachers and parents were all developed by the Denver-Stanford Research Team and supplement this program.

Developmental research reports and other literature relating to program: Several reports are available from the program author, Denver Public Schools.

*Formerly called Automated Spanish.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on foreign language programs: THAI

Title: A Programmed Course in Reading Thai Syllables

Prepared by: Edward M. Anthony

Publisher, edition, and program availability: Published by the University of Michigan Press, Second Printing, 1962. Commercially available.

Cost: $4.50

Format, presentation device, program reusability: Programmed book. Student normally writes responses in the book, so it would not be reusable. No tapes or other audio materials.

Content and terminal objectives: Content includes all consonant, vowel and diphthong symbols, variants and special symbols thereof, consonant cluster symbolization, and indications of tones. Terminal objectives are the ability to read Thai syllables, i.e., "to relate syllables written in the Thai alphabet to Thai sounds and tones;" recognition of Thai graphemes as representations of Thai phonemes or, when appropriate, as orthographic singles; and the ability to respond to grapheme combinations by pronouncing or writing in transcription polysyllabic utterances. (A, CH)

Program organization: The first three sections of the program, which form the largest part of the course, introduce the three groups of Thai consonant letters. The last sections, approximately one third of the program, introduce such topics as diphthong symbolization, the tones, etc., and provide a summary of the materials covered by the program.

Response characteristics: The two main response types, both made to printed stimuli in Thai orthography, are pronunciation and transcription (in Spoken Thai alphabet). The student is also required to write the names of Thai letters (in ST alphabet) and identify the consonant class to which they belong. Other responses include identifying the tones of different syllables as indicated in the orthography and completing charts of tones and other rules.

Student population, course level, prerequisites: The program provides instruction at the introductory level in reading the Thai alphabet. Prerequisites: "it is assumed that the student is familiar with the phonological structure of Thai including a) the segmental phonemes-vocálic, diphthongal, and consonantal; b) the distribution of phonemes within the Thai syllable, and c) the five tones of the language.

"It is further assumed that he is acquainted with the phonemic notation employed by Mary R. Haas and Heng R. Subhanka in their two volumes of Spoken Thài." (A)

Completion time: 15-20 hours, based on estimate.(P/A)

Suggested uses: "This course is developed for use concurrently with an intensive course in Thai using an aural-oral approach." (A)

Tests or supplementary materials included with program: Three interim tests and a summary test are included in the program. A flash card supplement for use in drill on the three classes of Thai consonant letters is also included.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: ENGLISH

Title: English 2200: A Programed Course in Grammar and Usage

Prepared by: Joseph C. Blumenthal

Publisher, edition, and program availability: Published by Harcourt, Brace & World Inc., 757 Third Avenue, New York, N.Y. 10017. Commercially available.

Cost: Text: $2.80 (paperback); $3.80 (cloth cover)
Teacher's Manual: $ .40; Text booklet: $.80

Format, presentation device, program reusability: Programmed text. Answers may be written in the book or on a separate sheet of paper, so that the program may be reused.

Content and terminal objectives: This program covers the essential aspects of grammar and usage for seventh and eighth grade students. (P/A)

Program organization: The program is divided into units, and further divided into frames. The frames on each page are presented in alternating white and grey bands such that the student performs the first frame on page 1 (grey) and progresses to frame 2 on page 2 (also grey). He continues through the book in this manner. When he reaches the last page, the returns to page 1 and begins with the frames in the second row all the way through to the end of the book (these are white), and so on to the end of the program.

Response characteristics: Responses are written. The student either fills in the blank with the missing word or must select (underline) the correct answer of two presented.

Student population, course level, prerequisites: The course is designed for students at the seventh and eighth grade levels.

Completion time: Not stated.

Suggested uses: The program may be used for supplementary or remedial purposes as well as for basic grammatical work.

Tests or supplementary materials included with program: A pre-test is available for this program as well as the tests covering the program material itself.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on language programs: ENGLISH

Title: English 2600: Revised Edition

Prepared by: Joseph C. Blumenthal

Publisher, edition, and program availability: Published by Harcourt, Brace & World Inc., 757 Third Avenue, New York, N.Y. 10017, 1962. Commercially available.

Cost: Text: $3.00 (paperback); $4.00 (cloth cover)
Teacher's Manual: $ .40; Test booklet: $ .80

Format, presentation device, program reusability: Programmed text. Answers may be written in the book or on a separate sheet of paper so that program can reused.

Content and terminal objectives: The program is divided into eleven units as follows: the simple sentence; the work of modifiers; building better sentences; understanding the sentence unit; using verbs correctly; agreement of subject and verb; choosing the right modifier; using pronouns correctly; how to use capitals; learning to use commas; and apostrophes and quotation marks. The course is designed to cover the essentials of grammar and usage at the ninth grade level. (P/A)

Program organization: The program is divided into units as described above, and within these units, further divided into individual frames. The frames on each page are presented in alternating white and grey bands - the students performs the first frame on page 1 (grey) and progresses to frame 2 on page 2 (also grey). He continues through the book in this manner. When he reaches the last page, he returns to page 1 and begins with the frames in the second row all the way through to the end of the book (these are white), and so on to the end of the program.

Response characteristics: Responses are all written. The student either fills in the blank with the missing word or must select (underline) the correct answer of two presented.

Student population, course level, prerequisites: The course is designed for ninth grade level students.

Completion time: Not stated.

Suggested uses: In addition to its use as a basic grammar text, English 2600 can be used as a supplementary or remedial text. (P/A)

Tests or supplementary materials included with program: Each copy of the program is accompanied by a 60-page test booklet. The test booklet contains two parallel tests - Form A and Form B - for each of the eleven units. A pre-test, a final test and two parallel halfway tests are also provided. (P/A).

(See also Information Sheets on English 2200 and English 3600)

Developmental research reports and other literature relating to program:

John T. Kohlhepp. Analysis of pilot study of English 2600. March 30, 1961

Toronto Board of Education. A pilot study of pupils' learning of grammar and usage through a programmed textbook.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: ENGLISH

Title: English 3200

Prepared by: Joseph C. Blumenthal

Publisher, edition, and program availability: Published by Harcourt, Brace & World, Inc., 757 Third Avenue, New York, N.Y. 10017, 1962. Commercially available.

Cost: Text $3.60 (paperback); $4.60 (hard cover)
Teacher's Manual: $ .40; Test Booklet: $ .80

Format, presentation device, program reusability: Programmed text. Answers may be written in the book or on a separate sheet of paper so that the program can be reused.

Content and terminal objectives: The program is divided into twelve units as follows: patterns of the simple sentence; the process of compounding; the complex sentence to show relationship; other devices of subordination; achieving sentence variety; recognizing the sentence unit; the smooth-running sentence; making subject and verb agree; solving your verb problems; using adverbs and adjectives; solving your pronoun problems; and skill with graphics. (P/A)

The course is designed to cover essentials of grammar and usage at the eleventh and twelfth grade levels.

Program organization: The program is divided into units as described above, and within these units, further divided into individual frames. The frames on each page are presented in alternating white and grey bands - the student performs the first frame on page 1 (grey) and progresses to frame 2 on page 2 (also grey). He continues through the book in this manner. When he reaches the last page, he returns to page 1 and begins with the frames in the second row all the way through to the end of the book (these are white), and so on to the end of the program.

Response characteristics: Responses are all written. The student either fills in the blank with the missing word or must select (underline) the correct answer of two presented.

Student population, course level, prerequisites: The course is designed for eleventh and twelfth grade level students.

Completion time: Not stated.

Suggested uses: The program can be used as a remedial or a supplementary text in addition to using it as a basic grammar text. (P/A)

Tests or supplementary materials included with program: Each copy of the program is accompanied by a test booklet which contains a pre-test, a final test, and two parallel halfway tests. (P/A)

Other programs similar to this one at different grade levels are English 2200 and English 2600 (see Information Sheets).

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on language programs: ENGLISH

**Title:** English Grammar

**Prepared by:** Gordon Lish

**Publisher, edition, and program availability:** Published by Behavioral Research Laboratories, Box 577, Palo Alto, California, 1964. Commercially available.

**Cost:** Text (2volumes): $4.00 Test Booklet: $ .68
Teacher's Manual: $ .87

**Format, presentation device, program reusability:** Programmed text. Student may write responses in the book or on a separate sheet of paper.

**Content and terminal objectives:** Volume I contains the syntactic elements: functions of noun, verb, adjective, adverb, preposition and conjunction; Volume II contains syntactic units such as gerunds, participles, phrases and clauses as well as non-syntactic element functions of the expletive, interjection, absolute, vocative and intensifier. An attempt is made to present grammar on a logical basis without the "battery of inflexible rules." (A,CH)

**Program organization:** The program is divided into three parts according to subject matter. Each part is further divided into sections. A review appears at the end of each section and a test is provided for each of the three units.

**Response characteristics:** Responses are written and require both constructed and multiple choice answers.

**Student population, course level, prerequisites:** The program is written for high school and college level students. Requires eighth grade reading ability.

**Completion time:** Not stated.

**Suggested uses:** The program may be used as an introduction or complete review of English syntax. (P)

**Tests or supplementary materials included with program:** A test booklet is included with the materials. Unit tests are provided at the end of each unit within each section so that there are five tests for part 1, eight tests for part 2 and 1 test for part 3. Two forms of each test are provided which may be used as diagnostic pre and post-test tools or for parallel testing within the class. A Teacher's Manual is also included.

**Developmental research reports and other literature relating to program:** None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: ENGLISH

Title: English Syntax

Prepared by: Paul Roberts

Publisher, edition, and program availability: Published by Harcourt, Brace & World, Inc., 757 Third Avenue, New York, N.Y. 10036, 1964. Commercially available.

Cost: Text: $3.80
A Test Booklet accompanies each copy of the program. The tests may also be purchased separately.

Format, presentation device, program reusability: Programmed text. The answers may be given orally or written on a separate sheet of paper. The test answers, however, are to be written on the pages of the test booklet which are perforated for removal from the Booklet. These would not be reusable.

Content and terminal objectives: "The intent of English Syntax is to give English-speaking high school students a description of the syntax of their language. The theoretical foundation is that of transformational grammar . . . The student should develop a concept of grammaticality." (P/A)
The program begins with a description of the kernel sentence and then progresses to a detailed analysis of transformations. "The study of kernel sentences and their transformations is applied in discussions of predication, parallelism, punctuation, and other problems of style and mechanics." /A,C )

Program organization: The program is divided into forty-four lessons according to subject matter covered. Lessons begin with a brief narrative description of the subjec matter. Specific frames follow. Each lesson concludes with a "Main Points" section which outlines the items covered in that lesson. Lesson forty-four, the last lesson in the program, reviews the primary points in the program. Interim tests, a review tes midway through the program, and a final test are provided.

Response characteristics: The author does not specify this factor. It is assumed that responses to the program text may be given orally (covertly or overtly), or written. Answers to the tests are to be written.

Student population, course level, prerequisites: The program is designed for tenth-grade high school students, although it has been used successfully with twelfth-grade students as well.

Completion time: Students complete 50 frames a day (in class). If the program is used two days a week, it takes less than the full school year to complete it. (P/A)

Suggested uses: "This program is not intended for auto-instruction, though it might on occasion be used in that way. The assumption is, however, that it will be presented to a class by a teacher, if necessary, frame by frame." (P/A)
The author cites one class which used the program twice a week, and studied literature the other three days.

Tests or supplementary materials included with program: There is a separate test booklet, which provides tests on every three lessons, a review test halfway through the program, and a final test. Answers to these tests are given in the Teacher's Edition of the program. An introductory section in the Teacher's Edition provides a brief account of the theoretical aspects of transformational grammar.

Developmental research reports and other literature relating to program: None

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: ENGLISH

Title: Modern English Sentence Structure

Prepared by: Syrell Rogovin

Publisher, edition, and program availability: Published by Random House, Inc., New York, N.Y., 1964. Commercially available.

Cost: Text $4.50

Format, presentation device, program reusability: Programmed text. The student is instructed to write his answer on a separate sheet of paper so that the program is completely reusable.

Content and terminal objectives: The program is based on transformational principles and is designed to introduce the student to the structure of English sentences. The book takes the view that English sentences can be constructed by an ordered set of rules, that there is a kind of "core" of very simple sentences which are constructed b one kind of rules, and that from these simplest sentences all the more complicated sentences in the language can be constructed by a second kind of rules . . ." (P/A)

The traditional terminology (nouns, verbs, pronouns, etc.) is used, however the traditional definitions are very often presented in different forms.

Program organization: The program is divided into 60 units, each of which contains 60-70 frames. Units 12, 29, 35-36, 45, and 60 are review units after which tests are to be administered. These tests and answers are provided in the Teacher's Manual.

Response characteristics: Responses are all written and include multiple choice and constructed responses. The student may be required to supply a complete diagram, a whole sentence or a single word.

Student population, course level, prerequisites: The program has been used on students from the sixth grade through the tenth grade and also with adults.

Completion time: Average time per unit is 45-60 minutes. If students use the program 2-3 times weekly, it is a two semester program.

Suggested uses: The author suggests the program be used as a homework assignment two or three times a week. On the day following each assignment, there should be a part or all of a class period devoted to questions, discussion, practice or review. Some of these presentations are outlined in the Teacher's Manual.

Tests or supplementary materials included with program: There are five tests provided in the Teacher's Manual which are to be given after each of the five review units included within the program.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: ENGLISH

Title: Programmed English

Prepared by: M.W. Sullivan

Publisher, edition, and program availability: Published by The Macmillan Company, 60 Fifth Avenue, New York, N.Y., 1963. Commercially available.

Cost: Text: $5.80 Test Booklet: $ .80
Teacher's Manual: $1.28

Format, presentation device, program reusability: Programmed text. Answers are given orally so the program is completely reusable.

Content and terminal objectives: The program aims to acquaint the student with what are traditionally termed "the parts of speech." (This term is never used in the program.) He also learns "to describe and manipulate the indicative verb system, to identify the most important patterns in the simple sentence, to distinguish between form and function in a number of critical instances, and to correct a series of the most common errors found in the writings of high school and college students." (P/A)

Program organization: The program is divided into nine units, each of which are terminated with a unit test. The last one, unit nine, is followed by the final examination.

Response characteristics: Responses are oral; some are constructed and some are multiple choice.

Student population, course level, prerequisites: For students in grades 7-12. The only prerequisite is the ability to read English at the seventh grade level.

Completion time: Ninth grade - 24 hours
High school juniors and seniors - 21 hours
College students - 20 hours

Suggested uses: The course has been tested with ninth grade through adult students for remedial, basal or supplementary purposes.

Tests or supplementary materials included with program: There are eight unit tests and a final examination. The answers are included in the test booklet.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: ENGLISH

Title: Programmed Grammar, Parts of Speech and Sentence Patterns

Prepared by: M.W. Sullivan, A Sullivan Associates Program

Publisher, edition, and program availability: Published by Webster Division of McGraw-Hill Book Co., Inc., 330 West 42nd Street, New York, N.Y. 10036, 1964. Commercially available.

Cost: Text: $2.50 (paperback); $4.95 (hard cover)

Format, presentation device, program reusability: Programmed text. Student may write his responses in the book or on a separate sheet of paper so that the program is reusable.

Content and terminal objectives: This program concerns only the structure of written English, and descriptive grammar. It considers matters of punctuation, style, spelling and usage only when they are directly correlated with a description of the structural characteristics of English. (P/A)

Program organization: The program is divided into units according to the subject matter covered. These units are divided into individual frames. Twenty-nine tests and a final test are included within the programmed material.

Response characteristics: Responses are all written. They are either constructed responses or multiple choice type of answers.

Student population, course level, prerequisites: Junior high school through College level. A reading knowledge of English is assumed.

Completion time: Approximately 19 1/2 hours, based on data from the publisher.

Suggested uses: The program may be used as outside preparatory work or as a classroom text. "Since it demands intense student concentration, periods of classroom use should not exceed half an hour." (P/A)

Tests or supplementary materials included with program: Twenty-nine tests and a final examination are included in the text materials.

Developmental research reports and other literature relating to program: None published.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 September 1968

Brief descriptive information sheets on foreign language programs: READING

Title: First Steps in Reading for Meaning

Prepared by: TMI-Grolier

Publisher, edition, and program availability: Distributed by Teaching Materials Corporation, a division of Grolier Incorporated, 575 Lexington Avenue, New York, N.Y. 10022. Second edition, September 1965.

Cost: Text: $10.00

Format, presentation device, program reusability: The program is prepared for use with the TMI-Grolier Min/Max Teaching Machine or the Min/Max II Teaching Machine. The Min/Max machine is required.

Content and terminal objectives: The course familiarizes the student with the nature of reading and teaches him enough to continue learning to read by other methods. There is a strong emphasis on the relationship between sounds and letters and the careful study and analysis of word structure. The child learns to read 72 words and about 35 sentences. The words include 50 nouns, 20 verbs, 7 prepositions, 1 conjunction, 2 adjectives and 2 articles. All of the common initial consonants are used and 41 of the words are accompanied by rhyming words in the list. About 40% of the words are among the 500 most common words and 70% are among the 1000 most common words in the language according to the Thorndike and Lorge word count. The student ought to be able to go from this course to a regular school primer. (P/A)

Program organization: The course consists of 10 units. Unit One (35 frames) acquaints the student with the mechanics of the course. Sentences are introduced in Unit Seven. A picture identification is presented to ensure that the student associate the proper word with the corresponding picture (e.g., that a picture of a cat evokes the word "cat" and not "kitty"). Special stars are awarded for answering certain frames correctly for additional incentive. A Matching Game is included with the course to be used in Unit Six, and a set of Practice Sentences to be read after completion of the course. (P/A).

Response characteristics: The student selects the picture which goes with the stimulus word or the word to go with stimulus picture.

Student population, course level, prerequisites: The course is designed for those students beyond the first-grade age level who have not yet learned to read. (P/A)

Completion time: The course requires from 15-25 hours to complete. (P/A)

Suggested uses: Suggestions for the teacher's presentation are offered in the program for each unit.

Tests or supplementary materials included with program: A Pre-Test is included to be given before the course is started and a Post-Test after the first five units. A set of Practice sentences is given after the completion of the course which serves the purpose of a review test. A Matching Game (matches uppercase and lowercase letters) is included to be given during Unit Six.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: READING

**Title:** Lift-Off to Reading

**Prepared by:** Myron Woolman

**Publisher, edition, and program availability:** Published by Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois, 60611, 1966. Commercially available.

**Cost:**

Cycle I
Workbooks (set of 11): $13.75
Teacher's Manual: $4.50

Cycle II
Workbooks (set of 6): $8.50
Teacher's Manual: $3.00

Cycle III
Workbooks (set of 3): $4.25
Teacher's Manual: $2.50

(Complete set of Cycle I, II and III Workbooks and Manuals: $34.00)

**Format, presentation device, program reusability:** Programmed text. Students write responses in their workbooks so that the student materials are not reusable.

**Content and terminal objectives:** The goal of the program is to teach the student to "read for meaning". There are three cycles which present the following material: Cycle I: the student learns to recognize, print and sound all the letters of the alphabet except Q in uppercase form; Cycle II: the student is introduced to the lower-case letters and Q, 26 phonetically consistent compounds, the alphabet as a sequence of letter names, the effect of the final e on an internal vowel sound, and grammatical tools such as capitalization and punctuation; Cycle III: presents variant sounds for the letter shapes already covered, variant sounds for previously presented compounds, cursive writing, and dictionary usage instruction as well as reading material for comprehension. (P/A)

**Program organization:** The Program is divided into three cycles, each of which is composed of a number of segments and these are further divided into individual frames. All material is introduced on five levels of learning: Audial Meaning level to show that the student understands a word when he hears it; Discrimination level to show that he can distinguish differences between letter shapes and that he can print the given letter shapes; Identification level to indicate that the student can identify letter shapes with letter sounds and that he can print the letter shape for the given letter sound; Compounding level to show the student can print the correct letter sequence when given a meaningless group of sounds; Visual Meaning level showing that the student can understand (read and write) the words he sees. (P/A)

**Response characteristics:** Responses are both written and oral. They are either multip choice or constructed type of response.

**Student population, course level, prerequisites:** This program is designed for students in grades 1-6 who have poor motor, visual, verbal, or perceptual skills, or who are mentally retarded or emotionally disturbed.

Completion time: 150-300 hours, based on the author's data. Cycle I covers one year's work; Cycles II and III constitute the second year's work.

Suggested uses: Material can be used in classes in special education in reading and remedial reading, and for developmental work with culturally different and bilingual students. (P/A) Note: The program requires active participation of an instructor.

Tests or supplementary materials included with program: Three test booklets are incluc with the Student Workbooks.

Developmental research reports and other literature relating to program:

R.H. Bloomer. Reading methodology: An experimental test of some alternative organizational principles. *The Reading Teacher*, XLV, 167.

R.A. Davy. Adaptation of progressive-choice method for teaching reading to retarded children. *American Journal of Mental Deficiency*, LXVII, 247.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: READING

Title: Michigan Successive Discrimination Language Program

Prepared by: Donald E.P. Smith (editor); Judith M. Kelingos, Bernice Mayhew, Carl Semmelroth (programmers).

Publisher, edition, and program availability: Published by Ann Arbor Publishers and Operant Associates, 610 South Forest, Ann Arbor, Michigan 48104, 1964. Commercially available.

Cost: Books A & B: $1.90 (each)
Books I & II: $1.90 (each)
Book 1: $ .90
Book 2: $1.40
Books 3 & 4: $1.90 (each)
Books 5-7: $2.15 (each)
Book 8: $2.25
Book 9-11: $2.15 (each
Manual, A Program for Teachers: $1.00
Teacher's Script, Book
$2.00

Format, presentation device, program reusability: Programmed text. Students write directly in the books so that the program cannot be reused.

Content and terminal objectives: The program's purpose is to teach reading, writing and listening to beginning students. Three kinds of discrimination are presented: space, letter and word, and sounds. Books 1-8 provide a sight vocabulary of 349 words. Books 9-11 are designed to lead to independent reading. Books are often used concurrently. For example, by the fourth day, the student is spending fifteen minutes a day on auditory discrimination, twenty minutes on letter discrimination and twenty minutes on writing, each requiring use of a different book.

Program organization: The program is organized into two sections: readiness phase and the reading phase. Each is composed of the following materials:

Readiness Phase
Book A - Writing 1
Book B - Writing 2
Book I - Listening 1
Book II - Listening 2
(Book II Teacher's Script)
Book 1 - Letter Level A
Book 2 - Letter Level B

Reading Phase
Book 3 - Word Level A
Book 4 - Word Level B
Book 5 - Word Level C
Book 6 - Word Level D
Book 7 - Word Level E
Book 8 - Word Level F
Book 9 - Phrase Level
Book 10 - Sentence Level
Book 11 - Paragraph Level

The Visual Tracking workbook may be included with this series (see section, Tests or Supplementary Materials).

Response characteristics: Responses are oral and written. They consist of circling the correct answer based on visual or aural-visual discrimination, completing incomplete words (similar to Cloze technique), and copying letters and words.

Student population, course level, prerequisites: Designed for first grade students, with English as a native language.

Completion time: 500-600 hours or two school years.

Suggested uses: May also be used with retarded children as well as with adult illiterates. (P/A)

Tests or supplementary materials included with program: The Visual Tracking workbook is suggested for use with the program. It contains exercises meant to develop perceptual skills for improved reading.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: READING

Title: Programmed Prereading

Prepared by: Cynthia Dee Buchanan, A Sullivan Associates Program

Publisher, edition, and program availability: Published by Webster Division, McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York, N.Y. 10036, 1963. Commercially available.

Cost:
Text: $1.32
Teacher's Manual: $1.48
Reading-Readiness Test (set of 10): $2.80
Teacher Alphabet Cards: $3.60
Pupil Alphabet Cards: $1.84
Sound-Symbol Cards (set of 29): $4.40

Format, presentation device, program reusability: The course includes: Programmed Primer to be used when the student has learned letters and sound values: a Reading-readiness test to be administered when the student has completed the first three parts of the Primer and alphabet and sound-symbol cards to be used prior to the Primer. Transparent vinyl overlays permit the reuse of the Programmed Primer.

Content and terminal objectives: At the end of the prereading course, the student should know the following things: the names of the letters of the alphabet (capital and small); how to print all the capital and small letters; that letters stand for sounds; what sounds to associate with the letters a, f, m, n, p, t, th and i, which are used as the points of departure for the first programmed reader (Programmed Reading see Information Sheet); that letters are read from left to right across the page; that groups of these letters form words; and how to read the words yes and no and simple sentences such as I am an ant, I am fat. (A,CH)

Program organization: The program is divided into three stages: Stage 1 teaches the letters, using the alphabet cards; Stage 2 teaches the sound-symbol relationships using the sound-symbol cards; and Stage 3 teaches the basics of reading using the Programmed Primer.

Response characteristics: The first two stages (see Program organization) require oral responses to questions posed by the teacher. Stage 3 requires the student to answer written questions by circling the appropriate word or picture or by filling in the missing letter(s).

Student population, course level, prerequisites: The course is designed for use by kindergarten and first grade students. No prerequisites stated.

Completion time: Based on normal first grade pupils, Stage 1 should take approximately 2 weeks, Stage 2 should take about 4 days. Completion time for Stage 3, the Programmed Primer is not stated. At the end of this stage, students who do not pass the reading-readiness test with 80% or better are to go on to Programmed Primer: Part 4, a supplementary section. They should have to spend no more than 2 days on this section. Kindergarten classes will normally take about three times as long to reach each subgoal.

Suggested uses: Can be used for basal, supplementary or remedial purposes. The program can also be used to teach non-English speaking children. (A,CH)

Tests or supplementary materials included with program: There is a Reading-readiness test to be used before the student goes on to Programmed Reading. Twenty-nine sound-symbol cards are included with the program for introducing or reviewing the sound values of the letters. The cards present the sound and the picture "key word" for the sound symbol (e.g., th with a picture of a spool of thread).

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

January 1967

Brief descriptive information sheets on language programs: READING

Title: Programmed Reading

Prepared by: Cynthia Dee Buchanan, A Sullivan Associates Program

Publisher, edition, and program availability: Published by Webster Division, McGraw-Hill Book Co. Inc., 330 West 42nd Street, New York, N.Y. 10036, 1966. Commercially available.

Cost:
Text: Books 1-2: $1.32 (each)
Books 3-14: $1.48 (each)
Books 15-21: $1.64 (each)
Teacher's Guide:
Series I: $1.80
Series II: $1.48
Series III: $3.60
Test I and Test II: $ .60 (each)
Placement Test (set of 30 with guide): $8.00
Test Booklet Series I and II: $.96 (each)
Test Booklet Series III: $ .84
Webstermasters: $15.00

Format, presentation device, program reusability: Programmed text. Student writes response in book. Transparent vinyl overlays permit reuse of the materials.

Content and terminal objectives: "By the time the child has completed the first series of readers, he has read hundreds of stories and paragraphs, has made thousands of discriminatory responses, and has written every letter in his repertoire in hundreds of contexts. He is perfectly familiar with all the English consonants and with all the 'short vowels' (vowels without glides). He can read and spell a basic vocabulary of over 500 words, plus their inflected forms. In the second series of readers the child masters as regular subclasses the long vowels, silent letters, complex spellings, and other sound-symbol groups which have traditionally been classified as irregular." (P/A)

Approximate reading level at end of Book 7: 3.5; at end of Book 14: 4.5

Program organization: The sentence-picture combinations are divided into frames, or stimulus response units, each of which presents the child with a reading problem to solve. Each reader is divided into units approximately fifty frames long. Following each unit is a test covering all the material that has been presented.

Books 1-7 are for the first grade use, to be followed by Books 8-21.

Response characteristics: Responses to the programmed text are written. This may involve circling the appropriate word or picture or filling in the correct letter(s). Each reading period is followed by oral and written exercises.

Student population, course level, prerequisites: " . . . the child should know the following things; the names of the letters of the alphabet (capital and small); how to print all the capital and small letters: that letters stand for sounds; what sounds to associate with the letters a, f, m, n, p, t, th, and i, which are used as the points of departure for the programmed readers; that letters are read from left to right; that groups of letters form words; the words yes and no by sight; how to discriminate the words ant, man, and mat from each other; and how to read the sentence I am an ant. (These skills may be obtained from Programmed Prereading, see Information Sheet.)

Completion time: Not stated.

Suggested uses: The program may be used as supplementary material in first, second or third grade reading classes, as well as for foreign students laarning to read English. "In kindergarten and first-grade classes, the books of the first series are used daily as basic readers. Two thirty minute reading periods a day, one at the beginning of the morning session and the other at the beginning of the afternoon session, have been found to be ideal." (P/A)
The publisher states that there are special instructions available for using the program with deaf children and with handicapped or retarded children. It can also be used as remedial work in the middle grades.

Tests or supplementary material included with the program: Pupils have response boks so they do not write in the programmed workbooks; Webstermasters-games and projects for use with Books 1-7; large sound-symbol charts and posters. There are 35 story books which can be used as supplementary readers. In addttion there are a series of film strips as supplementary material.

Developmental research reports and other literature relating to program: None.

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

September 1968

Brief descriptive information sheets on language programs: READING

Title: Programmed Reading for Adults

Prepared by: Cynthia Dee Buchanan, A Sullivan Associates Program

Publisher, edition, and program availability: Published by Education Division of McGraw-Hill, 330 West 42nd Street, New York, New York 10036, 1966. Books 1-8 are commercially available.

Cost: Book 1: $2.12
Book 2: $1.76
Books 3-8: $1.60 (each)
Placement test (set of 30): $7.20
Teacher's Guide to Programmed Reading for Adults: $1.24
Teacher's Edition of Book 1: $3.96
Teacher's Edition of Book 2: $2.80

(Note: There is no individual Teacher's Edition of Books 3-8 because the student can work in these books by himself, requiring only some guidance and supervision by the teacher.)

Format, presentation device, program reusability: Programmed text. Student writes his responses in the book so that materials are not reusable.

Content and terminal objectives: Content: Book 1 "The Letters of the Alphabet": teaches the student to identify and to write the letters of the alphabet and the numbers from 1 to 100; Book 2 "The Sounds of the Letters": teaches letter-sound relationships, a selected reading vocabulary of words up to five letters in length and several proper names; Book 3 "From Words to Sentences": requires sounding out words according to phonetic principles, reading phrases and sentences; Book 4 "Sentence Reading": includes complex consonant blends, inflected forms, and words up to eight letters long, uses the sentence to describe situations; Book 5 "Paragraph Reading": teaches the student to read paragraphs and answer qeustions about their content; Book 6 "Consecutive Paragraphs": includes prefixes, suffixes, compound words, and long vowels and the reading of consecutive paragraphs; Book 7 "Content Analysis": student reads whole pages of text and answers questions, interspersed with word drills and exercises; Book 8 "Functional Reading": applies reading skill to solving problems (fills out forms, answers letters, etc.). (A,CH)

Terminal objectives: "By the time the student completes Book 8 . . . he will be able to read for meaning . . . He will have mastered a vocabulary of some 1500 words and acquired skills which allow him to generalize to thousands of others without memorization of phonics rules.

Program organization: The program contains eight books, the first two of which require intensive teacher supervision and direction. Interim tests are included in each book. Each book covers a specific reading skill as detailed above (see Content and terminal objectives).

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheet on language programs: READING

Title: Reading in High Gear

Prepared by: Myron Woolman

Publisher, edition, and program availability: Published by Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611; developmental edition, 1964, first edition available early 1967.

Cost:
Cycle I
Workbooks (set of 4): $5.65
Test Booklet: $0.18 (each)
Teacher's Manual (set of two): $10.65

Cycle II
Workbooks (set of 2): $4.00
Test booklet: $0.05(each)
Teacher's Manual: $5.35

Cycle III
Workbooks (set of 2): $4.25
Test booklet: $0.16 (each)
Teacher's Manual: $5.35

Format, presentation device, program reusability: Students write responses in the workbooks so that the student materials are not reusable.

Content and terminal objectives: The program contains three cyles as follows: Cycle I includes all the letters of the alphabet except Q, identified by sound and shape only; Cycle II presents lower case letters, names of letters, the letter Q, and some phonetically consistent compounds, also long and short vowel forms, capitalization and punctuation; Cycle III introduces the learner to variant sounds of letters and compounds, establishes comprehension, teaches student to use the dictionary, and how to read and write cursive script. (P/A)

By the end of the program, the student should be able to read at an eighth-grade reading level. (P/A)

Program organization: The program is divided into three cyles, each of which is divided into segments, and further into individual frames. In each case the learner progresses through five learning levels; Audial Meaning level illustrating an understanding of the word used in an oral context; Discrimination level showing that the learner can distinguish differences among the letter shapes and that he can print the letter shape; Identification level showing that the learner can identify the letter shape with the appropriate letter sound; Compounding level showing that the learner can print the letter sequence when he hears combined sounds; and Visual Meaning level indicating that the learner knows the meaning of the word when he sees it. (P/A)

Clearinghouse for Self-Instructional Language Materials
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

September 1968

Brief descriptive information sheets on language programs: READING

Title: Remedial Reading Program

Prepared by: M.W. Sullivan

Publisher, edition, and program availability: Published by Behavioral Research Laboratories, box 577, Palo Alto, California, 1966. Commercially available.

Cost: Text (8 volumes): $1.49 (each
2 Teacher's Manuals: $.99 (each)
Tapes (set of 8) $149.96
2 Test Booklets: $.49 (each)
Placement Test: $.49

Format, presentation device, program reusability: Programmed text. Student writes responses in book so that program workbook is not reusable. Tape reocrder required for tapes.

Content and terminal objectives: "At the end of Series 1 - the first four books of this two-part program-the student has a perfect familiarity with the short vowels, all the individual consonants, and all the important initial and final clusters of two and three consonants. He has a spelling and writing vocabulary of 750 words, and his knowledge of English sound-letter relationship permits him to read thousands of other regular words. At the end of Series 2, he has a complete knowledge of English sound-letter relationships and is prepared to read any word within his intellectual grasp." (P/A)

Program organization: Materials consist of a placement examination, eight 96 page programmed textbooks, two sets of progress tests, and 18 tapes. The materials are divided into four levels (series). There are four programmed books and eight progress tests on each level as well as a separate Teacher's Manual for each level. (P/A)

Response characteristics: Responses are written and include the student's circling the appropriate picture or word, or filling in the missing letter(s)

Student population, course level, prerequisites: The course is specifically designed for those students "who are having difficulty learning to read or who are reading at a lower level than they should be." (P/A) The student must know the alphabet.

Completion time: Not stated.

Suggested uses: The program may be used as a remedial reading program in the elementary schools. It is also appropriate as one aspect of a course on English as a second language. (P) Tapes are suggested for use with foreign students.

Tests or supplementary materials included with program: A diagnostic-placement test is available with the program which allows the student to begin the course at the proper level. At 24 page intervals, there are 10-item diagnostic tests for which there are no answers in the student's book. There is another set of tests to be administered by the teacher at the mid-way point and at the completion of each book. There are 8 correlated readers which may supplement the program materials.

Developmental research reports and other literature relating to program: None.

Response characteristics: The first two books require oral responses to questions asked by the teacher as well as written responses. All other books require only written answers. These may involve circling the appropriate word or picture or filling in the missing letter(s).

Student population, course level, prerequisites: Any level student can take this program, including the totally illiterate. However, maximum reading ability should not exceed sixth grade level.

Completion time: Not stated. Depends largely on the level of the student when he begins the course.

Suggested uses: The program may be used for any (adult) student whose reading ability is at less than the sixth grade level. The student takes the diagnostic-placement test before starting the program and begins at the appropriate level depending on his score.

Tests or supplementary materials included with program: Two Teachers Manuals are included and are absolutely required for the use of Books 1 and 2. A general Teachers Guide is also available providing overall objectives of the program. A diagnostic-placement test is available with a separate instruction sheet. This is designed to be given to the student before he starts the course to determine which book he should begin with.

Developmental research reports and other literature relating to program: None.

Response characteristics: Responses are oral, in answer to questions posed by the instructor, and written in response to workbook items.

Student population, course level, prerequisites: The only requirement is that the student speak the English language. It is written for adolescent and post-adolescent urban population, but is being used experimentally with students as young as 8 years old.

Completion time: May range from 80-300 hours, average of 150 to 200 hours.

Suggested uses: Designed to be used in a variety of situations: as remedial or basic program for pre-dropout, functionally illerate and culturally deprived adolescents and adults.

Note: The program requires active participation of an instructor.

Tests or supplementary materials included with program: A diagnostic test is available which permits the student to progress at an accelerated pace, but no student is allowed to skip a whole cycle or segment. Every student must begin at the beginning of the program. Interim tests and final tests are available. There are also tests which permit certain students to be qualified as student assistants in Cycles II and III. (P/A)

Students in Cycle II may obtain supplementary reading experience with such materials as the Rochester Occupational Reading Series.

Developmental research reports and other literature relating to program:

Thomas J. Edwards. Interim field tryout progress report on Woolman's "Reading in High Gear." SRA Fact Sheet, January 1965.